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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

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1863-64.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1863.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of our proceedings during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

The year 1863 has been one of transition. The Code of 1860 ceased to operate in England and Wales (except upon grants in arrear) after 30 June 1863. It had ceased to operate in that part of Great Britain upon new applications for grants, and upon the engagement of new pupil-teachers, after 30 June 1862. In Scotland it ceased to operate (except upon grants in arrear) after 31 March 1864. The inspection of schools, therefore, during 1863 has taken place both under the old system and the new, and its ordinary tenor has been somewhat further disturbed by the sub-division of districts which we effected on the occasion of abolishing the office of assistant inspector.* Last year our staff of 60 inspectors included 24 assistant inspectors, acting in districts assigned to their seniors; at present, instead of 36 districts, we have 60, and we already see reason to anticipate great advantage from the change. The distinction between an inspector and an assistant inspector consisted only in the fact, that the lists of schools to be inspected from month to month were sent from the Council Office to the inspector, who assigned at his own discretion the assistant inspector's share of them; that the latter was directed to look for official advice to the inspector with whom he was acting; and,

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* Report, 1862-3, p. xvii.

lastly, that he was not called upon to make any annual (*i.e.* general) report. In every other respect, the two bodies of officers were equal; they were selected from the same class; their appointments required the same formalities; they received the same salaries and allowances; both reported directly to ourselves upon each school which they visited. The character of this change, therefore, has been purely administrative. It secures the obvious advantage of economizing time, money, and personal fatigue in travelling over smaller areas; it concentrates responsibility; it facilitates closer observation. In order that the increased number of districts might not, by a corresponding increase in the number of annual reports (for writing which 14 days are allowed), curtail unduly the time available for visiting schools, we have provided that such reports shall be made in alternate years only. The whole body of inspectors will report, but each inspector only in alternate years. We do not anticipate that the longer period over which, by this arrangement, the reports will extend, will diminish their interest. We find that our predecessors, in 1848-9, did not call upon the inspectors to make any general reports, and assigned as a reason, that one year was too short an interval for the growth of new experience. In commencing the system, we have endeavoured to make such a selection of inspectors as that their reports may fairly represent the different parts of the country. This first selection is the only one which we propose to exercise, as the following circular, which we addressed to the inspectors upon whom we did not call for reports this year, shows. We have divided the inspectors for the purpose of reporting; but all those who are not instructed to report to us in one year, will be, as matter of course, instructed to do so in the next.

(Copy.)

Education Department, Privy Council Office,
7th August 1863.

SIR,

IN pursuance of the fourth paragraph in the instructions, dated September 1862, my Lords do not intend to call upon you to write any general report for the year ending 31st August 1863.

You will be instructed to report for the year ending 31st August 1864.

In making the division, my Lords have had to consider not only how the several parts of the country, but also how a due number of the more experienced inspectors, might be fairly represented in the reports of each year.

I have the honour to be, &c.
(Signed) R. R. W. LINGEN.

Her Majesty's Inspector of Schools.

At the same time that we resolved to consolidate the offices of inspector and assistant inspector, we considered in what

manner we might, with the most economy and the most efficiency, provide subordinate assistance for the inspectors. It was evident to us that no part of their duties could be delegated in any sense that would limit their own responsibility for the discharge of the whole. But we came to the conclusion that it was practicable to provide a class of officers who might, under the inspector's own superintendence and orders, do a specified part of the work which, if done wholly by the inspector himself, would be needlessly expensive. The result of our deliberations was embodied in a Minute dated 19 May 1863. We have already appointed 12 officers of the class (inspectors' assistants) which that Minute creates, and we have received very satisfactory reports from the inspectors under whom 7 of them, who alone have had time to complete a probationary service of 6 months, have been acting. We subjoin a copy of the Minute, and of instructions to the inspectors on the appointment of inspectors' assistants.

(Copy.)

At the Council Chamber, Whitehall, 19th May 1863.

Their Lordships, in order to facilitate the examination of individual children under the Revised Code, and to remunerate the Inspectors for their share of the additional labour imposed by it, resolved—

1. To make it an instruction to the Inspectors to perform their duties in each school, not inspected for the first time, in the following order, viz.:—

(*a*) Examination of the children in religious knowledge, where the Inspectors have to report upon it;

(*b*) Examination in the subjects prescribed by the Revised Code;

(*c*) General inspection of the School, allowing for previous acquaintance with it;

2. To pay to each Inspector, in addition to his present emoluments, 50*l.* on 30th June 1864, and on the same day in each subsequent year, provided that he has, within the 12 months then ending, himself examined, and marked in the official schedules—

(*a*) 12,000 children at the least; *or*

(*b*) those presented for examination in the whole number of schools which he has been instructed to visit; *or*

(*c*) one-third of the whole number examined and marked in his district after the appointment of an Assistant.

These provisions may be varied after further experience.

Their Lordships, in order to provide further for the examination of individual children according to the Revised Code, resolved to appoint, as occasion might require, Inspectors' Assistants, upon the following terms:—

1. Qualified candidates must (*a*) have been pupil-teachers; (*b*) have been trained during two years in a College of the same denomination as the elementary schools in which they are to examine; (*c*) have passed each of their examinations without failure, and at the last of them have been placed not below the second division; (*d*) have received their certificates after the usual probationary service in an elementary school of the same denomination as those in which they are to examine; (*e*) have

not exceeded their thirtieth year of age; (*f*) be recommended by the Inspector under whom they are to examine.

2. Their salary shall commence at 100*l.* per annum, and shall rise by 10*l.* per annum to 250*l.* They shall be paid, besides, 1*d.* per child per annum, after the first 12,000 examined and marked by themselves in the official schedules, but never on this account more than 50*l.*

They shall be reimbursed the actual expense of locomotion on the public service, but shall receive no further allowances.

3. They shall not be competent to examine except in the presence of, or by a written order from, the Inspector, who shall name therein both the particular school to be examined, and the date of the examination. All notices to the managers of schools shall be given by the Inspector only.

4. They shall be prohibited from following any employment whatever, except such as is official. Private tuition is expressly included in this prohibition.

5. They shall hold a Certificate from the Civil Service Commissioners.

Instructions to Her Majesty's Inspectors of Schools on the Appointment of Inspectors' Assistants under the Minute of 19 *May* 1863.

No. 1.

Education Department,
Privy Council Office, 1863.

SIR,

I AM directed by the Lord President to inform you that he is prepared to nominate an Inspector's Assistant to act in your district pursuant to the Minute of 19 May 1863.

These assistants are intended to be employed in the large schools of large towns or other densely peopled districts, where they can act with the inspector, and not need to sleep away from home or travel far. They are on no account to be despatched on independent service, nor, under any circumstances whatever, to be allowed to perform any part of your duty, except that of examining, and passing or rejecting, individually, children presented by the managers of schools under the several standards of the Revised Code. As far as possible, the assistant should be employed only while you are yourself present. If you see occasion to deviate from this rule in certain cases, you will, at least during the first year, leave him behind you to complete examinations begun in your presence, not send him before you to begin them by himself.

It is only by your thoroughly comprehending the limited and subsidiary character of the assistant's duty that you will repel the imputation of setting a young man to judge his elders, and often his superiors, in the art of school keeping. The assistant has no such judgment to deliver; he has only to see certain exercises performed, and to mark them one by one for the inspector.

Every one of the prescribed qualifications is absolute, and admits of no exception whatever.

The Lord President permits you to offer, for his Lordship's consideration, the name of a qualified candidate to act in your district.

You will be good enough to state the particulars of his qualification under each head prescribed by the Minute, and also in what place you propose that he shall reside.

Candidates whom the Lord President may approve will have to pass an examination before the Civil Service Commissioners. The examination will be based on Standard VI., and, to that extent, will be extremely rigorous.

No candidate will pass who cannot read well, as regards pronunciation, stops, and tone; who cannot write and tabulate neatly, legibly, and

quickly; who cannot work sums, with neat and legible figures, quickly, accurately, and by good methods.

The examination will be conducted by the Civil Service Commissioners; there is no appeal from it.

After the examination, the appointment, like others in the public service, is on probation for six months, and may be cancelled for unfitness without misconduct.

You will be called upon for reports of your satisfaction or otherwise with the assistant.

You will bear in mind that moral, as well as intellectual, qualities are necessary to justify your recommendation.

I have the honour to be, &c.

(Signed) R. R. W. LINGEN.

Her Majesty's Inspector of Schools.

No. 2.

Education Department,
Privy Council Office, 1864.

SIR,

WITH a view to the more convenient employment of your assistant in the examination of schools, I am directed by my Lords to inform you that, when some other centre than his ordinary residence will be within better reach of a group of schools where his services are required, you are at liberty to propose to my Lords that he should be stationed there, specifying at the same time how long he is to remain there, and what are the schools which justify the arrangement.

The Lords Commissioners of the Treasury have sanctioned a charge for lodging money, under such circumstances, at a rate not exceeding 12*s.* 6*d.* per week.

It continues to be the intention of their Lordships that the assistants should be employed in schools not more distant from their place of abode than will allow them to start from it in the morning, and return to it at the end of the day. But this place of abode may be varied upon due cause shown beforehand by the Inspector to their Lordships, and approved by them.

The daily return of the assistant to his own place of abode is a point which it is very important to continue to insist on, in order to avoid obvious difficulties in his relations with yourself and the managers whose schools he visits.

I have the honour to be, &c.

(Signed) R. R. W. LINGEN.

Her Majesty's Inspector of Schools.

After these preliminary explanations of changes which make the year 1863 exceptional, we proceed to state the extent of our operations during the course of it.

During the year 1863, as compared with 1862, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 312, and the number of children by 35,315. The number of certificated teachers was increased by 503. The number of new school-houses built was 125, comprising (besides class-rooms) 191 principal school-rooms and 82 dwellings for teachers; 50 other schools were enlarged, improved, or furnished afresh; accommodation was created for 27,098

children, exclusive of the schools improved or newly furnished, but not enlarged.

The inspectors visited 11,230 daily schools or departments of such schools under separate teachers. They found present in them 1,092,741 children; 9,481 certificated teachers; and 13,849 apprentices. Of the schools or departments 2,549 were for boys only; 2,357 for girls only; in 4,431 boys and girls were instructed together; 1,609 were confined to infants (children under seven years of age); and 284 to night scholars. Of the children, 600,075 were males, and 492,666 were females. The female scholars are 45·08 per cent. of the whole number. This is the highest per-centage which they have yet reached. The per-centage, in 1859 was 43·49; in 1860 it was 44·78; in 1861 it was 45; in 1862 it was 44·78 (same as in 1860). The per-centage of females upon the whole population over three and under 15 years of age in 1851 was 49·7, and in 1861 was 49·81. The difference in the per-centage of female scholars is explained by the demands of a poor man's home upon the service of his daughters, particularly as the nurses of younger children, from a very early age. The inspectors also visited 40 separate training colleges, occupied by 3,109 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,122 other candidates were simultaneously examined for the end of the first or second year of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 179 schools for pauper children, containing 12,454 inmates, and 26 industrial schools, containing 2,159 inmates. The inspection of these two latter classes of schools is now wholly transferred to the Home Office and to the Poor Law Board, under the superintendence of which departments they are placed by law. The reasons which, in the first instance, dictated the association of the Committee of Council with the Home Office and the Poor Law Board, no longer justified the inconvenience of twofold administration, when once the educational experience of the Committee of Council had been adopted as far as it was applicable. The considerations which led the Committee of Council to withdraw from the inspection of industrial schools, and to omit them as a special class from the Revised Code, are set forth in former reports of our Committee (1860–1, pp. xi., xii.; 1861–2, pp. xii., xiii.) A similar measure with regard to Poor Law schools was accomplished by our Minute of 21 March 1863 (Report 1862–63, p. xlvii.). The 179 Poor Law schools, and the

26 industrial schools inspected in 1863, were visited in the first half only of the year. The administration of the Committee of Council is now confined exclusively to schools which fulfil the conditions of Articles 4–8 in the Code,* and the 64 inspectors and 20 assistants, for whom provision is made in the estimate for public education in the financial year 1864–5, will be employed in inspecting and examining such schools only.

In the following table the expenditure of the grant in 1863 is compared with that of 1862 :—

—	Amount of Grants in 1862.	Amount of Grants in 1863.	Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Building	65,988 6 9	41,156 19 5	- - -	24,831 7 4
Maintenance of—				
Elementary Schools—				
Under Code, 1860	533,182 18 9	412,681 1 7	- - -	37,143 14 4
Under Revised Code	- - -	83,358 2 10		
Normal Schools	104,700 11 8	114,216 17 1	9,516 5 5	—
Inspection and Administration	66,087 4 9	68,247 8 3	2,160 3 6	—
Pensions	793 6 8	640 0 0	- - -	†153 6 8
Certified Industrial Schools	3,990 13 8	1,091 6 6	- - -	2,899 7 2
Totals £	774,743 2 3	721,391 15 8	11,676 8 11	65,027 15 6
Deduct				11,676 8 11
Net Decrease in 1863 as compared with 1862				53,351 6 7

The decrease of 24,831*l.* 7*s.* 4*d.* in the grants for building schools during 1863 follows a decrease of 35,518*l.* 8*s.* 7*d.* in 1862. We noticed in our last report (p. ix.) some of the causes which have diminished this part of our expenditure, and among them, the reduction in 1860 of three-eighths in the rate of our grants. It is satisfactory to find that the decrease in the amount of public money expended has been considerably greater than the decrease

* 4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either :

(*a*) For the instruction of children (*elementary*); or

(*b*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school-hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school assisted from the grant must be either :—

(*a*) A school in connexion with some recognized religious denomination ; or

(*b*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

† Due to arrears of 1861 falling to be paid in 1862.

in the number of children for whom new schools have been provided, or than the decrease in the sum voluntarily contributed by the promoters of such schools. The amount of our grants for building elementary (exclusively of normal) schools in 1863 is only 57 per cent. of the amount in 1862, but the number of children provided with new schools in 1863 is 70 per cent., and the sum raised to meet our grants 73 per cent. of the corresponding number and sum in 1862.

The reduction would probably have been less, if the establishment of National schools in parishes containing dissenters, and not able to maintain a second school, had been provided for in the National Society's terms of union. At present, those terms often conflict with the principles which we feel bound to observe in applying public money to the permanent establishment of new schools in such parishes, and exclude our grants. This is the more to be regretted, as the parishes in question are those which have been least reached by the measures taken during the last 25 years for the improvement of public education, and the erection of a decent and commodious school-house is generally the first step which a new incumbent, or other new resident desirous to improve the instruction of the poor in such parishes, is anxious to take. Our recent correspondence with the National School Society, which we have already submitted to Parliament, has not removed the difficulty. Our proposal* was strictly confined to enabling parents to withdraw their children from religious instruction of which they themselves disapprove; it authorized no modification of the religious instruction itself, which would have remained, as before, under the superintendence of the parochial clergyman, and the control of the bishop (on appeal). We made the proposal from a sincere desire to remove an obstacle in the way of extending education in connexion with the Established Church to parts of the country where no other religious community can provide it, and we are firmly persuaded that the concession to dissenting parents, which

* The (*persons authorized by the trust deed to manage the school*) shall be bound to make such orders as shall provide for admitting to the benefits of the school the children of parents not in communion with the (*Church or denomination with which the school is connected*); but such orders shall be confined to the exemption of such children, if their parents desire it, from attendance at the public worship, and from instruction in the doctrine or formularies of the said (*Church or denomination*), and shall not otherwise interfere with the religious teaching of the scholars as fixed by (*the trust deed*), and shall not authorize any other religious instruction to be given in the school.

would enable us to co-operate unreservedly in such an extension, would be found to be consistent with the objects which the National School Society was founded to promote.

In order to compare the years 1863 and 1862, with respect to the annual grants made in each of them for the maintenance of elementary schools, it has been necessary, in the above table, to express in single sums the grants of this kind, which, under the previous Code, used to be made under nine different heads.* These subdivisions are not retained in the Revised Code. The result shows a decrease of 37,143*l.* 14*s.* 4*d.*, or 6·96 per cent. This reduction is principally due to the Revised Code. If the schools aided in 1863 under the Revised Code be compared with those aided in the same year under the Code of 1860, the rate of grant per scholar in the former case is 8*s.* 1*d.*, and in the latter 10*s.* 6*d.* This is not quite the true state of the case, because the grants under the Revised Code have been made, in many instances, for fractional parts of a year, owing to changes in the dates fixed for inspection,† which have been necessitated by the recent sub-division of districts (*supra* p. vii.). It is to be remembered also that all schools aided for the first time in 1863 have fallen under the Revised Code, and that these are naturally somewhat less advanced than schools which have been inspected and aided for several years. We are not of opinion that by the end of 1864 our estimate of 9*s.* 3*d.* per scholar will be found to have been too high. But it must not be concluded, because a school receives a smaller grant under the Revised than under the previous Code, that therefore it is less efficient than it was, or is on the way to become so. The principal part of each grant under the Revised Code depends upon the proficiency of individual scholars; in proportion as few or many of them are proficient, the grant

* Books, apparatus, augmentation, assistant teachers, probationary teachers, pupil-teachers, capitation, night schools, drawing.—(Report, 1862-3, p. L, and *infra*, p. lxx.)

† Articles in the Code:—

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

falls or rises. But under the Code of 1860 this adjustment was wanting. The grants under that Code were paid or withheld in full, and it is evident that demerit, short of such as might warrant an entire forfeiture, might work, without having become greater than it was, considerable reductions under a different system. And as a reduction in the grant is not proof of present deterioration, so neither is it proof of future failure for want of means. As much as 53·9 per cent. of the old grants was appropriated to pupil-teachers,* who received their entire remuneration from this source, and whose number, therefore, might be pushed to the maximum in each school without any increase of expense to its local funds. The head teacher was benefited by their assistance in school, and was also paid by the State for their instruction out of school. It is needless to add that, under such conditions, the maximum number of pupil-teachers was everywhere reached, and this too at a rate of payment which (proceeding from the government) was necessarily uniform for the whole country, and, therefore, extravagant in many parts of it. Again, the grants to certificated teachers† were 27·5 per cent. of the whole sum, and these grants had no reference whatever to the number of scholars; the highest grants of this kind might be, and often were, paid to teachers in the smallest schools. At the time (1846) when the grants for pupil and certificated teachers first began to be offered, they were justifiable. Good organization of elementary schools had to be taught by example. If the grants offered had not been liberal, school-managers would not have ventured on an experiment, and had grants not been appropriated to particular details, the experiment would not have taken the desired direction. The inevitable tendency to extravagance in the use of the means so offered was of minor importance, until the object had been realized, that is to say, until the managers and promoters of schools had become familiar with the type proposed to them, and satisfied to adopt it. But as soon as that point had been reached, it became the duty of those to whom the administration of the public fund for education was entrusted to insist upon conditions that offered greater guarantees for economy, and freed contracts between managers and teachers from interference by the State.

* 222,478*l.* 4*s.* 2*d.* out of 412,681*l.* 1*s.* 7*d.* paid in 1863 for annual grants under the Code of 1860.

† 113,662*l.* 0*s.* 6*d.* out of 412,681*l.* paid in 1863 for annual grants under the Code of 1860.

For these reasons, we regard a certain reduction in the rate of the public expenditure as quite consistent with a sustained efficiency of the schools upon which it is made. The immediate reduction we believe to be greater than will continue, as soon as schools have been more carefully classified according to the aptitude of the scholars for satisfying the several standards of examination. We regret the difficulties which every period of transition imposes. When this moment of trial is past, we believe that the more searching examination, the greater power of self-adjustment, and the greater freedom of the new system, will commend themselves to public approval. School-managers will look to the State for a certain subsidy, and will prepare their schools to obtain it by increased attention to the individual scholars. Teachers will no longer be paid from two sources, but will look, like other persons, to their employers only. The State will inspect, examine, and pay its quota, without the embarrassment of a multitude of personal questions, in each school, respecting the share in its grants which is due to persons not in its own employment.

The greatest, and, indeed, the only serious difficulty which we have had to encounter in passing from one Code to the other, has arisen respecting the "first charge" which, under certain circumstances, certificated teachers have upon the grants received by their employers under the Revised Code.* One of the principal objects of that Code is (as has just been stated) to leave managers and teachers to make their own bargains. The Article in question does not derogate from that principle. All that it provides is, that a certificated teacher must be paid by his employers a certain minimum sum (defined by reference to the former Code), unless he has agreed to take less from them. If

* 51. The grant is withheld altogether,—

(*b.*) If the principal teacher be not duly certificated (Article 67), duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

the managers pay him less than this minimum, without his having so agreed, he has a first charge upon the public grant in their hands for the sum needful to make up the minimum. The difficulties which have arisen have been caused almost uniformly by the fact that, although agreements subsist between the managers and teachers in question, and have not been broken, both parties treat article 51*b* as applicable nevertheless; whereas that article is not a guarantee that the teacher shall be paid any particular sum, but only protects him, to a certain extent, in such agreements as he may make, or until he makes them. It does not, and was not meant to, protect those teachers who leave their agreements with their employers under the Code of 1860 subsisting without modification, notwithstanding all the notice they have received of the impending change, and who cannot allege that those agreements have been broken. Teachers and managers, who have not already done so, should agree between themselves only, and without reference to any third party, what the one will give, and the other take. The managers have a grant from the State to look for, but it does not differ financially from any other subscription to their funds. The teacher has nothing to look for, except from the managers; but the continuance of their grants is dependent on their paying him either a certain minimum sum, or whatever less they have agreed for.

For an account of the operation of the Revised Code we refer to the tables at pp. 7–13 of this volume. The tables are compiled from the examination of 1,828 schools, with an average attendance of 280,474 day scholars, of whom 180,005 were presented for examination, or about 64 out of every 100. This per-centage agrees curiously with that given by the Royal Commissioners (63·7 per cent.) as the proportion of children who had attended school, within the last year, 100 days and upwards (p. 173). The children qualified to be examined under the Revised Code must have made up 200 attendances, which is equal to attending 100 days. The Commissioners report that children remain at school in the more favourable cases until they are about 12, and in the less favourable, 10 years of age (pp. 188, 243, and 265). But they also state (p. 174) that "even under the present conditions of school age and attendance, it would be possible for the children who attend 100 days and upwards to learn to read and write without conscious difficulty, and to perform such arithmetical operations as occur in the ordinary business of life." The highest of the standards

of examination prescribed by the Code does not go further. Of the children in schools under inspection 28·99 per cent. are over ten years of age. Therefore, 280,474 children attending schools examined under the Revised Code ought to yield rather more than 81,000 above 10 years of age. The actual number of such children presented for examination was 70,170, or 25 per cent. The rest either had not attended times enough, or were not presented by the managers for examination. Of the 70,170 scholars above 10 years of age,

5,733	or 8·17	per cent. were presented under Standard	I.
15,671	„ 22·33	„ „ „	II.
23,236	„ 33·12	„ „ „	III.
19,467	„ 27·74	„ „ „	IV.
4,474	„ 6·38	„ „ „	V.
1,589	„ 2·26	„ „ „	VI.

Of the same children (above 10 years of age), those who failed in one or other of the subjects of

Standard	I.	were 27·45	per cent.
„	II.	„ 28·71	„
„	III.	„ 28·21	„
„	IV.	„ 29·74	„
„	V.	„ 26·69	„
„	VI.	„ 23·98	„

Looking to the whole number of children presented for

*48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

examination, and examined under the Revised Code, we find the following results:—

Day scholars presented for examination under—

Standard I.	70,407	being 39·11	per cent. of the whole number presented, viz., 180,005, out of an average attendance of 280,475.
„ II.	45,180	„ 25·1	
„ III.	35,991	„ 20·	
„ IV.	22,137	„ 12·3	
„ V.	4,671	„ 2·59	
„ VI.	1,619	„ ·9	
	180,005		

Number of Day Scholars presented under		Of whom failed in Reading.	Per cent.	Of whom failed in Writing.	Per cent.	Of whom failed in Arithmetic.	Per cent.
Standard I.	70,407	14,225	20·2	12,445	17·68	18,845	26·77
„ II.	45,180	4,900	10·85	3,635	8·05	11,406	25·25
„ III.	35,991	2,302	6·4	5,526	15·35	6,822	18·95
„ IV.	22,137	1,017	4·6	4,342	19·62	4,047	18·28
„ V.	4,671	250	5·35	659	14·11	793	16·98
„ VI.	1,619	96	5·93	208	12·85	267	16·49

Evening scholars presented for examination under:—

Standard I.	1,740,	being 31·12	Per cent. of the whole number presented, viz., 5,578 out of an average attendance of 8,836.
„ II.	1,757,	„ 31·5	
„ III.	1,280,	„ 22·94	
„ IV.	641,	„ 11·51	
„ V.	97,	„ 1·73	
„ VI.	63,	„ 1·13	

Number of Evening Scholars presented under		Of whom failed in Reading.	Per cent.	Of whom failed in Writing.	Per cent.	Of whom failed in Arithmetic.	Per cent.
Standard I.	1,740	537	30·86	570	32·76	440	25·4
„ II.	1,757	199	11·33	213	12·12	462	26·29
„ III.	1,280	96	7·5	281	21·95	296	23·12
„ IV.	641	29	4·52	172	26·83	161	25·12
„ V.	97	2	2·06	19	19·59	20	20·62
„ VI.	63	5	7·94	7	11·11	20	31·75

Excluding the distinction of standards, the total number of failures to the total number of examinations in reading, writing, and arithmetic was 17·1 per cent.; in day schools only, 17 per cent.; in evening schools only, 21·1 per cent.

In like manner, excluding the distinction of standards, the per-centage of the number of failures to the number of examinations under each subject is as follows:—

	Reading.	Writing.	Arithmetic.
Day scholars	12·66	14·90	23·43
Evening scholars	15·56	22·62	25·08
Total	12·74	15·13	23·48

The grants allowed for children under six years of age do not depend upon their examination individually. A grant of 6*s.* 6*d.* is allowed for each such child who has attended the

prescribed number of times in a school where the inspector reports that they are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children. The number of such children on whom grants were allowed was 43,798, or 15·62 per cent. of the average number of children attending the same schools.

Excluding children under 6 years of age, the per-centage of those over 10 years of age to those over 6 years of age, who were examined in day schools, is 38·96. Of the children, therefore, presented for examination, 38·96 per cent. ought, according to age, to have been able to pass Standard VI. As matter of fact, however, the proportion of such children presented above Standard III. was only 14·18 per cent. of the whole number presented, and the proportion of them who passed without failure in reading, writing, or arithmetic, above Standard III., was only 10·09 per cent. of the whole number presented. In other words, the aggregate number of children who passed Standards IV., V., and VI. is little more than one-fourth of those who ought to have been able to pass Standard VI.

These calculations are made (it must be repeated) upon children who have attended their schools for 100 whole days within the past year, and who, therefore, in the opinion of the Royal Commissioners, have attended regularly enough (assuming their attendance in this particular year not to have been exceptionally good) to acquire the knowledge necessary to pass the standard appropriate to their age. It must be repeated also that the children above 10 years of age in the majority of schools represent their yearly contribution to the instruction of the next generation of working men, whose ranks most of such children are about to join. If any of them, going to remain longer in school, and able to pass Standard VI., have been presented under a lower standard, lest, by Article 46,* future grants for them should be lost, this plea does not, at any rate, excuse presenting them below Standard IV.

The result proves, indisputably, one of two conclusions. The inability of the older children to pass under their proper standard was either assumed, in order to save the grant from the test of a serious examination, or it was real. If it was assumed, our original proposal to examine according to age (Report, 1861–2, p. xi.) would have protected the test, and our ninth supplementary rule, "to reduce the grant

* 46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.

unless at least one class be presented above Standard III.," although a less effectual measure, will check extreme cases of abuse. If, on the other hand, the inability of the older children was real, there can be no greater proof that the time had arrived when a change in the existing system was imperative. The inability, doubtless, was not wholly assumed nor wholly real. It is likely, in no small degree, to have been of that mixed character which marks the absence of practical facility, just as the number of "marks" which appear in place of signatures in marriage registers signifies (at least) such a want of confidence in the power to write, as does not differ much from the want of the power itself.

The good moral effects of the schools under inspection have never been disputed; they are for the most part well found in all the appliances of instruction, and the teachers are respectably qualified. But it is evident that in these same schools large numbers of children have failed to be benefited as they ought, or as their successors are likely to be under a system of grants dependent upon the examination of individual scholars. We do not believe that there has been much conscious neglect on the part of managers or teachers, but that the great effort needed in the first instance to provide due means of instruction, and to introduce good organization and methods, caused schools to be regarded from too general a point of view, and without sufficient attention to the knowledge which each child was really acquiring in them.

The net amount actually paid to 1,828 schools, containing an average attendance of 289,310 scholars, which were inspected and examined under the Revised Code before 31 December 1863, was:—

		£ s. d.	Per-centage on Total.
1. For scholars who had attended 200 times and upwards in the year:—			
(*a*) Examined		53,412 4 11	45·52
(*b*) Under six years old and not examined		12,280 14 1	10·46
2. Upon the average number in attendance throughout the year		50,630 14 6	43·15
Add under Articles 51–4 difference between additions and reductions	2,694 15 8* / 1,676 12 3†	1,018 3 5	·87
Total		£117,341 16 11	100·

* 2·29 per cent.
† 1·42 „

·87

The grants for examination and attendance would have been greater by 1,890*l.*, or 1·62 per cent., had not 15,641 of the examinations successfully passed in reading, writing, or arithmetic been passed by children above the class contemplated in Article 4.

The amount paid to evening schools was only 1,926*l.* 6*s.* 8*d.* out of the total sum of 117,341*l.* 16*s.* 11*d.* The limited period of the year during which such schools meet, and the difficulty of assembling their scholars by day, present serious obstacles in the way of aiding them through examination. We have had several plans under consideration. During the summer months a large portion of the evening schools do not meet. Before they are again in general operation, we shall have had time to introduce such improvements in the administration of grants to them as we may find to be practicable.

We see no reason to think that the system of pupil-teachers will fail under the Revised Code, whether they are regarded as junior instructors in elementary schools, or as candidates for admission into Normal schools. The number of pupil-teachers, 2,971, admitted to apprenticeship in 1863 was greater than in 1862 by 209, and only less by 13 than the number admitted in 1861 under the previous code. The reduction of 1,572 in the total number of pupil-teachers, 14,180, at the end of 1863, as compared with the total number, 15,752, at the end of 1862, is partly explained in the following extract from our last Report, p. x.

> The Minute of 4th May 1859 cancelled all exceptions to the allowance of one pupil-teacher to every 40 scholars, and prohibited the apprenticeship of more than four pupil-teachers under any circumstances to the same master or mistress. As the apprenticeship lasts for five years, an excess of admissions in any particular year does not disappear until five years later, and when it disappears it makes a void which is not due to anything unusual in the year in which it occurs. Thus, the total number of pupil-teachers had increased in the year—
>
> | | |
> |---|---|
> | 1856 by 1,721 | 1859 by 1,200 |
> | 1857 by 1,977 | 1860 by 311 |
> | 1858 by 1,802 | 1861 by 742 |
>
> It is evident, therefore, that the years in which the numbers 1,721, 1,977, and 1,802 disappear by the expiration of apprenticeships will show a decrease, as compared with the years in which the numbers 1,200, 311, and 742 disappear, quite independently of the causes at work in those years themselves.

The reduction is in part also due to the fact that the managers of schools, who had obtained from the Committee

of Council under the Code of 1860,* a greater number of pupil-teachers than they are required to maintain at their own expense under the Revised Code,† have reduced their staff of pupil-teachers to the latter scale.

The number of students (2,739) now resident in Normal schools is less by 513 than the number resident at the beginning of 1863. But the chief part of this reduction (321 out of 513) is in Scotland, where the number of students in training was confessedly in excess of the demand for trained teachers. Our grants in support of Normal schools have not hitherto been limited by this demand,‡ but will henceforth be wholly so.§ The number of students proves that those most interested continue to have confidence in a sustained demand.

The unequal degree in which different parts of the country have shared in the benefits of the present system of public aid to schools has been frequently noticed. We have pointed out in former reports that this objection is inseparable, at least for a time, from any plan which waits to be set in motion by voluntary effort, and which prescribes a certain minimum standard of efficiency. A school in receipt of annual grants‖ for its maintenance may be

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* Suprà, page xvi.

† 52. The grant is reduced,—

(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Article 67 and 91–3 respectively for every such 80 scholars.

‡ *See* Report 1862–3, p. xiii.

§ 98. Annual grants (*to Normal schools*) are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of 14*l.* per annum for every mistress who, having been trained in them during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8 ; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

‖ 10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.—(*Note continued on next page.*)

taken as the sign that our measures have effectually reached any given parish. If a school has been erected with the aid of a grant, and is therefore open to inspection, but its managers have not applied for annual grants, it does not exhibit our measures actually at work. We have printed a Table (No. 4, pp. lxxiv., lxxv.,) in this volume showing the number and population of the parishes in England and Wales which, at the end of 1862, did, or did not, contain schools receiving annual grants. The table had to be compiled during 1863, and the last complete returns for it were those for the year ending 31st December 1862. For the purpose of the particular inquiry which we had in view, the number of schools (if more than one) in each parish is not material. The material fact is, whether the parish contains any school receiving annual grants at all. Where one such school exists, as many more will commonly follow as there is occasion for, and means of maintaining, in the parish. This is a summary of the table—

No. of Parishes with more than 5,000 Inhabitants.			No. of Parishes with less than 5,000 and more than 1,000 Inhabitants.			No. of Parishes with less than 1,000 and more than 500 Inhabitants.			No. of Parishes with less than 500 Inhabitants.		
Containing one or more Annual Grant Schools.	Containing no Annual Grant School.	Total.	Containing one or more Annual Grant Schools.	Containing no Annual Grant School.	Total.	Containing one or more Annual Grant Schools.	Containing no Annual Grant School.	Total.	Containing one or more Annual Grant Schools.	Containing no Annual Grant School.	Total.
563	53	618	1,618	1,006	2,624	905	1,969	2,874	765	7,996	8,761
10,772,628 Population.			5,276,933 Population.			2,017,815 Population.			1,996,422 Population.		
8·5 per-centage of Parishes without Annual Grant Schools to the whole number of Parishes.			38·3 per-centage of Parishes without Annual Grant Schools to the whole number of Parishes.			68·5 per-centage of Parishes without Annual Grant Schools to the whole number of Parishes.			91·2 per-centage of Parishes without Annual Grant Schools to the whole number of Parishes.		

From these figures it appears that nearly four-fifths of the parishes of 1,000 inhabitants and upwards, containing

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

collectively four-fifths of the total population of England and Wales, contain one or more annual grant schools per parish; that of the parishes with less than 1,000 and more than 500 inhabitants, containing about a tenth of the total population, little more than one-third contain one or more annual grant schools per parish; and that of the parishes with less than 500 inhabitants, which contain the remaining tenth of the total population, only 8·8 per cent. contain one or more annual grant schools per parish. It will be observed, however, that while these latter parishes contain less than one-tenth of the total population, they form considerably more than half, 59 per cent., of the total number of parishes (8,761 out of 14,877), and that 4,149 of them, containing fewer than 200 inhabitants, are plainly too small to justify separate schools, except in cases where distance, or other physical obstacles to the gathering of scholars, are exceptional. It is in the parishes with fewer than 1,000 inhabitants that least progress has been made. A population of 1,000 will not require provision to be made for the daily instruction of more than 150 children. Of this number somewhat more than 60 will be infants under 7 years of age, who should have their own certificated teacher; the boys and girls may be taught together under another certificated teacher, with a pupil-teacher and a paid monitor. If the certificated teacher of the boys and girls be a master, the mistress of the infants will also teach the elder girls to sew. Whenever, by combination, a school of this size can be built, it is inexpedient to build a smaller school. The children will receive a good education more cheaply in a school of this size. As the schools become smaller, and the infants fall below 40 in number, they cease to form a separate department and, if not taught in the same school-room as the elder children, are confided either to a sewing mistress or to a pupil-teacher. But considering the difficulties* in the way of combining parishes under independent incumbents for the establishment of common schools, and considering also that parishes with 300 inhabitants require schools for 40 or 50 scholars, the gradual extension of annual grants to schools established separately in most of such parishes may be contemplated. Parishes with populations between 300 and 200 are the smallest where separate schools ought to be thought of. Below this limit, a considerable number of parishes probably now send their children to schools lying in other parishes. Except

* Royal Commissioners' Report, p. 290–293.

upon this plan, or by avowed combination, we do not see how good schools are to be maintained in such parishes, except at extravagant expense.

Apart from the objection that to inspect and examine all the little gatherings of children taught by dames in cottages would cost, many times over, the amount of the grants which they would obtain, we can see no object in paying public money for them. The public grant is not voted simply to be re-distributed, but to improve education. We think, therefore, that it is sufficient if the grant remains accessible upon reasonable terms to those local promoters of education who are in a position to realise its object. We described in our last report (pp. xiv. and xv.) the steps which we have taken to put certificated teachers within reach of every school. We may notice here that 30 male and 54 female pupil-teachers have been provisionally certificated,* and that 77 acting† schoolmasters and 105 acting† schoolmistresses passed their examinations for certificates successfully in December last; 65 acting schoolmasters and 44 acting schoolmistresses failed. These numbers are in addition to 1,235 students in Normal schools who passed the examination for the end of their second year of training at the same time, and became qualified to take charge of schools. We have only now to add that the word "school" must be defined by some minimum size, and to point out the fallacy which lurks in enumerating per county *so many small parishes without any school in them receiving annual grants*, unless the number of such parishes which are too small to maintain any separate school of their own be also noticed. We have no power to combine such parishes into school districts. In a recent case, one school for two adjacent parishes was completed in 1858, at a cost of

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* 132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the Inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 67) for immediate service in charge of small rural schools, but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

133. Rural schools, in order to fall under Article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing, nor likely, to be attended by more than 100 scholars.

† Any acting teacher over 22 years of age, who has obtained two favourable reports upon the school in which he or she is employed, may be presented by its managers for an examination, confined to elementary subjects, and may obtain a certificate (Articles 72–6.)

1,738*l.* 0*s.* 6*d.*, whereof 639*l.* 18*s.* was a public grant. Application was made to us in 1863 by the incumbent of the parish in which the building lay, *for a further grant* (refused) *to reduce it to one-third of its size*, because the incumbent of the other parish had just built in it a separate school within half a mile of the old one, notwithstanding that he had joined in 1858 in obtaining the grant to enlarge it, and was a member of its committee.

The supplementary rules printed at pp. lxiv.–lxvii. of this volume stand to the Code in much the same relation as cases decided under a statute stand to the statute itself. If the Code is to answer its purpose of a compendium, it must omit many particulars, which nevertheless must, from time to time, be generalised into rules, if an administration extending to every corner of the kingdom is to be reasonably uniform and impartial. The supplementary rules grow out of daily practice under the Code. If we did not publish, we must act upon, precedents established by the cases we decide. The publication is made for the convenience of inspectors and managers. We shall be careful, from time to time, to lay all important rules of this nature before Parliament.

(Signed) GRANVILLE.
H. A. BRUCE.

The Council Chamber, Whitehall, 1 June 1864.

JANUARY 1864.

REVISED CODE of REGULATIONS, incorporating the MINUTES of 21st March and 19th May 1863, with a SCHEDULE of all ARTICLES cancelled or modified, and of all NEW ARTICLES, by the Right Honourable the LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to a school, informs the managers in what month to look for the inspector's annual visit. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

Chapter I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

Building.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2nd Limit.—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3rd Limit.—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be satisfactory to the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(*a.*) Without incumbrance, or rights reserved over the surface.

(*b.*) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(*c.*) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(*d.*) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(*e.*) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.)

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools; Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already

conveyed in trust, the deed must be a legal conveyance of the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

45. Every scholar attending more than 24 times in the evening for whom 5*s.* is claimed forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.

47. Under any Half Time Act, 100 attendances qualify scholars for the grant:

(*a.*) Upon examination.

(*b.*) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic-	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67), and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such

* In Church of England Schools the Order in Council of 10th August 1840, and the Instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3].)

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants is to be kept, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

SECTION II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Artieles 119 and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates, must (in addition to Articles 68 and 71) fulfil one of the following conditions, viz.:—

(*a.*) They must have resided for one or more years as students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Must be upwards of 22 years of age, and either,

1. Have completed an engagement as pupil-teacher satisfactorily; *or*,
2. Have obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force (unless recalled under Articles 79, 80) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers and Inspector.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.

3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms:—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers. [1] _____

_____ herein-after called *the managers*, on behalf of the managers of the _____ school and

[2] Names, &c. in full of father or other surety of the assistant. [2] _____ herein-after called *the surety*

[3] Father, or as the case may be. [4] Name in full of the pupil-teacher. the [3] _____ of [4] _____ herein-after called *the pupil-teacher*.

The said managers for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] executors, administrators, and assigns, as follows:

[5] His or her.

1. To engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to

serve therein more than six hours upon any one day, nor more than 30 hours in any one week.

2. This engagement shall begin on the first day of[6] _____ 186__, and shall end on the last day of[7] _____ 18[8]__, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this engagement may end on the 31st day of the said month of December.

[6] Article 17.

[7] Preceding month.

[8] Five full years, but if this falls beyond the candidate's 19th year (completed), any less number of years, not under two, may be inserted if the parties wish it, and if the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement

shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[is] own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed this day of 18

Witness.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy.

82. The Committee of Council is not a party to the engagement, and confines itself to ascertaining, on the admission of the apprentice and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b.*) Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

	Health.	Certificate of [illegible] and Conduct.								Religious Knowledge.			
	Any fever, the asthma, deafness, great imperfection of speech, habitual lameness, loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disabling of either arm or leg, constitute a disqualification, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification so concludable for the time of pupil-teachership.	In Church of England Schools.	In Schools not being Church of England Schools.	Reading.	English Grammar. [*As for Admission.* Latin Grammar, *as alternative.*]	Writing and Composition.	Arithmetic and Mathematics.	Geography.	History.	Drawing. *Where available, Means of Examination exist.*	Music. *Where available, Means of Examination exist.*	In Church of England Schools, the Clergyman assisting in the Examination.	In Schools in Scotland.	In Schools where the Managers are not desirous of passing under the Obligation of giving the Instruction set forth in the Two preceding Columns.	In Schools where the Managers object on Religious Grounds to giving any Certificate in Religious Knowledge. In the following Cases the Certificate is to be given by the Inspector.
88.]							Male Pupil-teachers.	Female Pupil-teachers.								
For Admission.	A medical certificate that candidate is not subject to any infirmity likely to interfere with performance of teacher.	A certificate from the clergyman and two managers that the moral character of the candidate and their home justify an expectation that the candidate will pass the examination and undergo the training with advantage, and will be selected in their own opinion for the exercise of their profession.														
End of 1st Year.	Certificate from managers and schoolmaster has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of moral conduct from the managers. 2. Certificate of punctuality, attendance, and attention to duties of situation, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties. 4. Certificate of moral conduct from the managers, as required if the candidate has been absent from school before the end of the school-term, as specified in Article 9.	1. Certificate of moral conduct from the managers. 2. Certificate of punctuality, attendance, and attention to duties of situation, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties, and 4. Certificate of moral conduct from the managers, as required if the candidate has been absent from school before the end of the school-term, as specified in Article 9.	Improved articulation and expression in reading.	The hook, tack, and adhesion; with their value given in a simple sentence. *(As an alternative examination, the regular declension of Latin nouns, and the conjugating in English of the Latin prepositions.)*	To write from memory for dictation a sentence of a moderate length, and to copy with punctuation, a passage of simple prose.	Practice and proportion.	Practice and fractions.	The British Isles. [Maps to be drawn by the candidate, any time.		Maps of the Counties of Wales.	The Holy Scriptures and Catechism, with the Liturgy, as set forth in the Church.	The Holy Scriptures and Catechism, with the Liturgy, as set forth in the Church, and the Assembly's Shorter Catechism, with Proofs from Holy Writ.	Same as above.	—
End of 2d Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	The presence, adverb, and conjunction; with their values in a sentence. *(As an alternative examination, the regular declension of Latin adjectives, and the Latin pronouns.)*	To write as above, and to copy as above, and in addition from memory a sentence of moderate length. English and Latin dictation by the managers with good expression and knowledge of meaning.	Vulgar fractions.	Proportion.	Europe and ancient Palestine.			Bodine notes and rests. Tune, various kinds of, and Chromatic scale.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	—
End of 3d Year.	Same as at end of first year, but from medical practitioner.	Same as above	Same as above	Improved articulation and expression in reading.	The conjunction with the simple sentence. *(As an alternative examination, the regular declension of Latin nouns, and the Latin pronouns, and of the verb sum.)*	To write as before, of a lesson set or selected by the inspector, and to do the sums in the three first rules of arithmetic, and in the easier and more common abstracts from standard writers of English prose [prepared by the managers], with punctuation and knowledge of the meaning.	Decimal fractions and Easy Rule 1, to end of XVIth Proposition.	Vulgar fractions.	The solar system.	The succession of the Roman emperors from the reign of Augustus, with dates, to the present time. *[In Scotland, if preferred, the succession of Scottish Sovereigns from Fergus I. to the date to be established for the English Sovereigns, according to the present time.]*		Intervals, Simple and Compound Intervals.	More fully in the Holy Scriptures, Liturgy, Catechisms.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 4th Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. *(As an alternative exercise, the conjugating of the verbs possum, velle, and the exercises.)*	To write as accurate of the examination of the subject, and of the English by the inspector, or selected by him, and to be read by him [including the former parts of the 3d year, and the whole of the 4th year, with punctuation, and knowledge of the exercises.	Euclid, Book I. and Book II. to the end of XVIth Proposition.	Decimal fractions.	Asia and Africa.	Outlines of Irish history, to the accession of Henry VII.		Pieces of grave or the time-tunes, and of the Liturgy and other notes. Common chromatic used in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 5th Year.	Same as at end of first year	Same as above	Same as above	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. *(As an alternative exercise, the conjugating of the verbs possum, velle, and the exercises.)*	To write an original composition some subject suggested to be selected by the inspector, within the limits of the 4th year, and to be done to be read by the inspector, including the former parts of the 3d year, with punctuation, and knowledge of the exercises.	Euclid, Book I. and Book II. to the end of XVIth Proposition.	Recapitulation of the preceding exercises.	America and the oceans.	Outlines of Irish history, to the accession of Henry VII. to the present time.		Transposition. Altered keys. Recapitulation of preceding exercises.	More complicated than the Holy Scriptures, Liturgy, and Catechisms.	More complicated than the Holy Scriptures, and the Assembly's Shorter Catechisms.	Same as above.	—

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors, and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b.*)

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully

completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be examined as a candidate for admission into a Normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

SECTION III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52 *d*.) from endowment.

PART II.

NORMAL SCHOOLS.

SECTION I.

94. A normal school includes—

(*a*.) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b*.) A practising department, in which such candidates may learn the exercise of their profession.

* Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

SECTION II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of 14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6) upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) that the training has been previously recognized by the Committee of Council as a complete and special course for teachers of infants; and

(*b.*) that they have obtained their certificates after probation (Article 73–6) in infant schools.

100. The grants specified in the Articles 98–9 will not come into full operation before the year commencing 1st January 1868. Provisional arrangements for the years 1864–7 are included in Article 101.

101. In January 1864 will be ascertained—

(*a.*) What has been *the average annual sum* paid to each College on account of students examined in

December 1860–1–2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861–2–3. *This sum remains constant in the calculations which follow in this Article.*

(*b.*) What *number of teachers* trained in it during two years, or during one year conformably to Article 99 (*a*), have, in 1863, become qualified, or been reported, as required by Article 98, or 99 (*b*).

The annual grant to each college in 1864 will be four-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported in 1863.

In the year 1865 the number will be ascertained of teachers so qualified or reported during the two years 1863–4; in 1866, the number during the three years 1863–5; in 1867, the number during the four years 1863–6; in 1868, the number during the five years 1863–7.

In 1865, the grant to each Normal school will consist of three-fifths of the said average annual sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the two years 1863–4.

In 1866, of two-fifths of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the three years 1863–5.

In 1867, of one-fifth of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the four years 1863–6.

In 1868, of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*), for each teacher so qualified or reported during the five years 1863–7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

102. The annual grant to each college, whether payable under Articles 98–9, or, until 1st January 1868, under the

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* If A = the average sum paid in 1861–3, and T the number of teachers on each of whom £*x*. is to be allowed, the following formula expresses the result:—

Grant for 1864 = $\frac{4}{5}$ A + £*x* T (1863).

" " 1865 = $\frac{3}{5}$ A + £*x* T (1863–4).

" " 1866 = $\frac{2}{5}$ A + £*x* T (1863–5).

" " 1867 = $\frac{1}{5}$ A + £*x* T (1863–6).

" " 1868 = £*x* T (1863–7).

provisional arrangements specified in Article 101, must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

*102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales*, the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland*, the actual number in training in 1862.

*102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*). £	s.	d.
First year's residence	1	20	0	0
	2	16	0	0
	3	13	0	0
	4	13	0	0
Second year's residence	1	24	0	0
	2	20	0	0
	3	16	0	0
	4	16	0	0

* Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

SECTION III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each Normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each Normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*; are more than 18 years old; and (if pupil-teachers) have not deserted their service.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each Normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

†108.

109. Before candidates are admitted—

(*a.*) The medical officer of the Normal school must certify the state of their health to be satisfactory; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each college settle their own scale of charges and exemptions. But they must allow in 1864 to all Queen's scholars admitted in 1863 the same benefits as they would have received under Article 114, and the Committee of Council allows to such Queen's scholars the same personal payments as they would have received under Articles 112 and 115, of the Code dated 9th May 1862.

111. Upon proof by the authorities of any college that candidates have not fulfilled the conditions set forth in

* Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

Articles 98–9, contrary to a declaration signed by them on admission into the college, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

SECTION IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented who has not been resident throughout the whole year; and no student who has so resided may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the college, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

SECTION V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in Normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized, under Article 81*a*, for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination (Article 78), or good service (Articles 76–7).

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 67) for immediate service in charge of small rural schools, but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

133. Rural schools, in order to fall under Article 132, must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing, nor likely, to be attended by more than 100 scholars.

134. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered*

teachers, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

*135–147.

CHAPTER III.

SCHOOLS INSPECTED FOR THE LORDS COMMISSIONERS OF THE ADMIRALTY.

148. The schools in connexion with Greenwich Hospital, for shipwrights' apprentices, in the Royal Dockyards, for the Royal Marines, and on board ships of the Royal Navy in harbour, are inspected by an inspector, who reports to the Committee of Council for the information of the Lords Commissioners of the Admiralty.

149. This inspector is appointed pursuant to Article 12, and is chargeable to the grant for public education in Great Britain.

CHAPTER IV.

REVISION OF CODE.

150. In January of each year, if the Code be revised, or any material alteration in it be necessary, it shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles.

151. In the event of such revision or material alteration as mentioned in the last foregoing Article, it shall not be lawful to take any action thereon until the same shall have been submitted to Parliament, and laid on the table of both Houses for at least one calendar month.

(Signed) GRANVILLE,
Lord President of the Council.

ROBERT LOWE,
Vice-President of the Committee of Council on Education.

Council Office, 30th January 1864.

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* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

APPENDIX.

Showing separately all ARTICLES cancelled or modified, and all new ARTICLES.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

ELEMENTARY SCHOOLS.

52. The grant is reduced,—

* * *

(*b.*) By the sum of 10*l.* if after the first 50 scholars in average attendance there be not either one pupil-teacher fulfilling the conditions of Articles 81-9 for every 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91-3 respectively for every 80 scholars in average attendance.†

* * *

(*c.*) By its excess above,—
1. The amount of school fees and subscriptions; or,
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

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73. Candidates for certificates, besides† successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them: and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

75. Teachers under probation† satisfy the conditions which require that schools be kept by certificated teachers.

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90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may become a Queen's scholar in a Normal school (Articles 103-118), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

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136. No grants are made to endowed schools in which the endowment yields more than 30 shillings per scholar per annum, according to the average number of scholars in attendance throughout the year (Article 17).

137. Whenever voluntary subscriptions are specified among the conditions of a grant (Article 52, *c.*), the proceeds of endowment are excluded from the reckoning.

† This provision has been misunderstood; the change is confined to making clearer the original meaning.

New Articles in the Code of 1864.

ELEMENTARY SCHOOLS.

52. The grant is reduced,—

* * *

(*b.*) By sums of 10*l.*, for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81-9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91-3 respectively for every such 80 scholars.

* * *

(*c.*) By its excess above,—
1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3]).

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73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

75. Teachers under probation (Articles 73-4) satisfy the conditions which require that schools should be kept by certificated teachers.

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90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be examined as a candidate for admission into a Normal school (Articles 103-111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

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†93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

†93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52, *d.*) from endowment.

† Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

Normal Schools.

Section I.

* * *

96. Annual grants are made to Normal schools under the heads of—

(*a.*) Certificated assistant teachers.

(*b.*) Lecturers.

(*c.*) Exhibitions (Queen's scholarships) for candidates entering by competitive examination, or who belong to certain specified classes.

(*d.*) Allowances according to examinations passed at the end of each of two years of residence in the school (Articles 119–124).

(*e.*) The same grants to the practising department as to any other school fulfilling the conditions of Articles 4, 6, and 8.

Section II.

Grants for Certificated Assistant Teachers.

98. In Normal schools under a principal and vice-principal, or matron and head governess, grants may be made, according to Articles 61–83 of the Code of 1860, to resident assistant teachers on the following conditions:

(*a.*) The assistant teacher must have been placed by examination in the first division of the second year (Articles 121, 123, 129), or must hold a certificate not below the first division of the middle degree under the Code of 1860, or a certificate of the second class under this Code (Articles 67, 76).

(*b.*) The Committee of Council must approve of the branches of instruction committed to the assistant teacher.

(*c.*) The inspector must annually report that he is satisfied—

1. With the general management of the Normal school.

2. With the skill of the assistant teacher. This report is verified by reference to the written exercises of the students.

(*d.*) The principal must state that he has been satisfied, with the assistant teacher's moral character and attention to duty during the past year.

99. Certificated assistant teachers, appointed according to the last article, are teachers of the students. The practising or model schools attached to Normal schools, and the teachers of them, fall under the articles applicable to other elementary schools and teachers.

Section III.

Grants for Lecturers.

100. A sum of 100*l.* is granted annually to resident lecturers receiving salaries of not less than 150*l.* annually (or 100*l.* with board and lodging), who have proved by examination (before 1862) their attainments in one, or at the most two, of the branches of knowledge enumerated below,

New Articles in the Code of 1864.

Section II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b.*), the same annual grants (Article 40) are made as to other elementary schools, fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a.*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of 14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6) upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided,—

(*a.*) that the training has been previously recognized by the Committee of Council as a complete and special course for teachers of infants; and

(*b.*) that they have obtained their certificates after probation (Articles 73–6) in infant schools.

100. The grants specified in the Articles 98–9 will not come into full operation before the year commencing 1st January 1868. Provisional arrangements for the years 1864–7 are specified in Article 101.

101. In January 1864 will be ascertained—

(*a.*) What has been *the average annual sum* paid to each College on account of students examined in December 1860–1–2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861–2–3. *This sum remains constant in the calculations which follow in this Article.*

(*b.*) What *number of teachers* trained in it during two years, or during one year conformably to Article 99 (*a*), have, in 1863, become qualified, or been reported, as required by Article 98, or 99 (*b*).

The annual grant to each College in 1864 will be four-fifths of the said average annual sum, *together with* 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported in 1863.

In the year 1865 the number will be ascertained of teachers so qualified or reported during the two years 1863–4; in 1866, the number during the three years 1863–5; in 1867, the number during the four years 1863–6; in 1868, the number during the five years 1863–7.

In 1865, the grant to each Normal school will consist of three-fifths of the said aver-

Articles in the Code of 1863 which are cancelled or modified in the Code of 1864.

and their skill in adapting those attainments to elementary instruction.

1. History.
2. English literature.
3. Geography.
4. Physical science.
5. Applied mathematics.

101. No lecturer receiving a grant may be principal of the Normal school, or master of the practising school attached to it.

102. The number of lecturers chargeable to the Parliamentary grant at the same time, in the same college, may not exceed—

1, if the number of students in residence be under - - - 30
2, ditto ditto - 60
3, under any circumstances.

New Articles in the Code of 1864.

age annual sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the two years 1863-4.

In 1866, of two-fifths of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the three years 1863-5.

In 1867, of one-fifth of the said average sum, together with 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the four years 1863-6.

In 1868, of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher so qualified or reported during the five years 1863-7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

102. The annual grant to each college, whether payable under Articles 98-9, or, until 1st January 1868, under the provisional arrangements specified in Article 101, must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

†102[1]. The number of students in continuous training must not exceed—

(*a.*) *In England and Wales*, the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland*, the actual number in training in 1862.

†102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January*; and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

†102[3]. The instalments payable under Article 102[2] in respect of each student

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* If A = the average sum paid in 1861-3, and T the number of teachers on each of whom £*x* is to be allowed, the following formula expresses the result:—

Grant for 1864 = $\frac{4}{5}$ A + £*x* T (1863.)
„ „ 1865 = $\frac{3}{5}$ A + £*x* T (1863-4).
„ „ 1866 = $\frac{2}{5}$ A + £*x* T (1863-5).
„ „ 1867 = $\frac{1}{5}$ A + £*x* T (1863-6).
„ „ 1868 = £*x* T (1863-7).

† Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

New Articles in the Code of 1864.

examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the case of Females, Two-thirds of these Sums*). £ s. d.
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid, although the college may not be re-opened in the following year.

Section IV.

Grants for Queen's Scholarships.

103.* A competitive examination of candidates for public exhibitions called "Queen's Scholarships" is annually held in December, by one or more of the inspectors at each Normal school, during the week following the examination for certificates (Article 119).

105. The examinations are open to all competitors, who are selected and presented by the authorities of each Normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, are more than 18 years old, and (if pupil-teachers) have not deserted their service.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not, and are divided into a first and second class, according as they exceed, or fall below, a certain number of marks.

107. From among the candidates declared to be admissible pursuant to Article 106, the authorities of each Normal school are at liberty to select Queen's scholars in any proportion that does not allot more than 10 per cent. of the total accommodation in each establishment to Queen's scholars who have not been pupil-teachers.

108. In addition to candidates admitted by competition, the following persons may become Queen's scholars on simple pre-

* So much of the Code of 1862 as relates only to a competitive examination for admission into normal schools, and to an annual examination of the candidates admitted, is retained in the Code of 1864; but the grants in aid of normal schools, under the latter Code, no longer take the form of Government Exhibitions (*Queen's scholarships*) to individual candidates, nor do they depend as before upon the result of each annual examination.

Section III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each Normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

105. The candidates are selected, and admitted to the examination, by the authorities of each Normal school on their own responsibility, subject to no other condition than that the candidates intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*; are more than 18 years old; and (if pupil-teachers) have not deserted their service.

106. All candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each Normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

110. The authorities of each college settle their own scale of charges and exemptions. But they must allow in 1864 to all Queen's scholars admitted in 1863 the same benefits as they would have received under Article 114, and the Committee of Council allows to such Queen's scholars the same personal payments as they would have received under Articles 112 and 115 of the Code dated 9th May 1862.

111. Upon proof by the authorities of any college that candidates have not fulfilled the conditions set forth in Articles 98-9, contrary to a declaration signed by them on admission into the college, the

* Thus numbered in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

sentation by the authorities of the Normal school without examination:

(*a.*) Assistant teachers of three years' standing (Article 91) may become Queen's scholars of the first class.

(*b.*) Resident students in Normal schools, not having entered them as Queen's scholars, who are more than 20 years of age, may become Queen's scholars, for the ensuing year, of the first class, if, in the examination at the end of their first year's residence, they are placed in the first or second division; and Queen's scholars of the second class, if they are placed in the third division (Article 123).

(*c.*) Teachers in charge of elementary schools, and already certificated, but who have not yet resided more than one year in a Normal school.

Certificates of the first and second grades, pursuant to Article 142 held for three years in the same Poor Law school, satisfy this article; the first grade qualifies teachers to become Queen's scholars of the first class, and the second grade to become Queen's scholars of the second class.

110. The grants allowed for Queen's scholars are 23*l.* for males, and 17*l.* for females, per annum.

111. In consideration of these grants, the authorities of the Normal schools provide tuition, lodging, board, washing, and medical attendance, for such Queen's scholars as they admit, without further charge.

112. Queen's scholars of the first class (Article 106) are allowed, in addition, the following personal payments in aid of their travelling and private expenses, and of the purchase of books.

——	First Year.	Second Year.
	£	£
Males - -	4	6
Females - -	3	4

113. The exhibitions are issued by quarterly, the personal payments by half-yearly instalments. Both depend upon quarterly certificates by the principal of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (or her) profession.

114. Queen's scholarships may be extended to a second year's residence in all cases where the authorities of the college apply for such extension, but not beyond a second year.

115. The examinations at the end of the year determine the class of the renewed scholarship. A place in the first or second division (Article 123) secures a Queen's scholarship of the first class for the ensuing year.

116. In Normal schools, which, according to the inspector's report, provide a complete course of training for a separate class of infant school teachers, a limited number of Queen's scholarships of the second class are given, upon presentation of candidates by the college authorities—

(*a.*) Without examination, to pupil-teachers who have been apprenticed to, and have successfully completed their

New Articles in the Code of 1864.

Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73-5).

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

apprenticeship under mistresses of infant schools

(*b.*) Upon examination, to young women more than 18 years of age, and not having been pupil-teachers.

117. Candidates for scholarships under Article 116, who have not completed an apprenticeship as pupil-teachers, must satisfy the inspector that their manners and address are *primâ facie* suitable for dealing with very young children, and must also show that they can—

1. Read an easy narrative with fluency, correct pronunciation, and intelligence.

2. Write simple sentences from dictation correctly.

3. Work easy sums correctly in the four first rules, simple and compound.

The number admitted must not exceed one-tenth part of the total number fixed, with the consent of the Committee of Council, for the infant school class.

118. Ordinary female Queen's scholars (Articles 103-9), and students who pay their own expenses, may, on entrance, with the consent of the college authorities, join the class in training for infant schools, without prejudice to the value of their scholarship.

Section V.

Grants according to Examinations passed at the end of each of Two Years of Residence in Normal Schools.

119. An examination of the resident students is held in December at the several normal schools in the week preceding the examination for Queen's scholarships (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

122. The first year's syllabus for females includes special subjects for the teachers of infants.

123. The allowances to normal schools in respect to each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	To be allowed to College (*in the case of Females, Two-thirds of these Sums*). £	s.	d.
First year's residence	1	21	0	0
	2	16	0	0
	3	13	0	0
	4	13	0	0
Second year's residence	1	24	0	0
	2	20	0	0
	3	16	0	0
	4	16	0	0

124. Allowances under Article 123 are granted in respect of all students who pass the examination, whether Queen's scholars or not. They are not appropriated to individuals like the grants for Queen's scholarships, but become a part of the ordinary school funds in the hands of the managers.

New Articles in the Code of 1864.

Section IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several Colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Articles 73-6) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the College, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.

125. At the end of the first year's residence, students who fall into the fourth division are required to take up the first year's subjects again (viz., at the end of the second year), without forfeiture of their scholarships, but in such cases the grants to the normal school, and the certificates at the end of the second year, are respectively at the rate (Article 123) and in the form (Article 130) of the first year.

127. A separate examination is held (late in the autumn) of Queen's scholars and other students in training for service in infant schools only (Articles 116-8). The normal school receives a grant of 13*l.* for every such student who is placed in the upper grade (Article 67), and 8*l.* for every such student who is placed in the lower grade.

130. * * *

Students who pass successfully through two years of training in normal schools receive special certificates.

New Articles in the Code of 1864.

130. * * *

Students who pass successfully through two years of training in normal schools receive special mention thereof (*stamp*) on their certificates.

Poor Law Schools.*

139. The Poor Law Board is advised by the Committee of Council in distributing a sum annually voted by Parliament upon the estimates of the Poor Law Board, in relief of the poor rate from the charge for schoolmasters and schoolmistresses in Poor Law schools.

140. Poor Law schools are periodically visited by inspectors, who report thereon to the Committee of Council. These inspectors are appointed pursuant to Article 12, and are chargeable to the grant for public education.

141. Teachers are specially certificated by the Committee of Council in four grades, according to their merit, for service in Poor Law schools.

142. The amount to be issued by the Treasury, on an order from the Poor Law Board, to each parochial union, is regulated by the grade of the certificate which the teacher holds from the Committee of Council, and by the number of children in the school, according to the following table:—

Grades and Divisions of Certificates for Service in Poor Law Schools.		Masters.		Mistresses.		
		Minimum Allowance from the Grant.	Maximum Allowance from the Grant.	Minimum Allowance from the Grant.	Maximum Allowance from the Grant.	Sum to be allowed in respect of each Scholar in addition to the Minimum Allowance.
		£	£	£	£	s.
First Grade	1	30	60	24	48	12
	2	30	55	24	44	11
	3	30	50	24	40	10
Second Grade	1	25	45	20	36	7
	2	25	40	20	32	6
	3	25	35	20	28	5
Third Grade	1	20	30	16	24	4
	2	20	25	16	20	3
	3	20	20	16	16	—
Fourth Grade		15	15	12	12	—

* This administration has been transferred to the Poor Law Board.

Articles in the Code of 1862 which are cancelled or modified in the Code of 1864.	New Articles in the Code of 1864.
143. The Poor Law Board has laid down the following conditions of payment :— (*a.*) The whole amount issued to each union from the Treasury must be paid by the guardians to the teacher. (*b.*) If the salary at which the guardians have engaged the teacher exceeds the amount issued from the Treasury, the difference must continue to be paid to the teacher out of the poor rate, until the Poor Law Board has agreed to the engagement of the same or another teacher at a reduced salary. (*c.*) If the teacher does not reside in the workhouse, and is not provided with rations, the guardians must allow the teacher the sum of 15*l.* a year in lieu thereof out of the poor rate. (*d.*) The teacher must have convenient and respectably furnished apartments, rations, the same in kind and quality as are supplied to the master of the workhouse; must be subjected to no menial offices; must have proper assistance in the management of the children when not in school. (*e.*) If the Committee of Council's Inspectors report that any Poor Law school is not furnished with the necessary books and school apparatus, the guardians must provide them. 144. Industrial instructors, as well as schoolmasters and schoolmistresses, may be certified by the Committee of Council to the Poor Law Board for repayment of their salaries by the Treasury to the Poor Law Union. 145. If industrial instructors are not boarded and lodged in the workhouse, three-fourths only of the salaries paid by the guardians are repaid by the Treasury to the union. 146. Teachers in Poor Law schools must hold certificates of the first or second grade, in order to be qualified for the instruction of pupil-teachers. 147. The guardians (with the consent of the Poor Law Board) appoint the boy or girl intended for a pupil-teacher to be an assistant to the schoolmaster or schoolmistress, according to Article 153 in the Consolidated Orders of the Poor Law Board, and they provide lodging, clothes, and rations for such assistant in return for his or her service.	

SUPPLEMENTARY RULES.

Rule 1.—In column II. of the Examination Schedule, the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.*

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.* Compare the entries opposite to No. 6 who ends a *class*, but not a *standard;*

* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	Name.	Age (on next Birthday).	Date of Admission to this School. Year.	Month.	Number of Attendances in the Year.	Occupation of Parent. LEAVE BLANK if the Parent (not employing Journeymen or Apprentices) supports himself by Manual Labour. *In other Cases, make an entry.*	In what class of School; *first* means *highest*.	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
1	John Jones						4th.	"	I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .		"				"		"
6	Robert Finch ..	.....	.....	.....	.....	.....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"		II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Huckster†	"		"
13	Henry Pigot....						"		"
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes..	.....	.....	.....	.....	.....	"	.....	III.
17	Charles Potts ..						1st.		

† *See* Rule 12. ‡ *See* Rule 10.

No. 8 who ends a *standard*, but not a *class;* No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise, they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule* 2 *or* 3 *is violated.* He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class,*—*i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class,*—*i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code,* and do not exclude children from the grant whose parents, though not supporting themselves by manual labour, yet are of *the same means and social level* as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

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* The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

Cases of doubt are to be determined according to the answers to one or more of the following inquiries:—

a. Does A. B. work for himself or for a master? If for himself, does he employ apprentices, or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

b. Would it be unreasonable to expect him to pay 9*d*. per week for the schooling of each of his children?

This payment equals about 30*s*. per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

c. Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Every occupation which does not fall within *the letter* of Article 4, should be entered in column VI., but *a well-marked line* should be drawn under those entries which are thought to fall within *the spirit* of Article 4. See No. 12, in specimen schedule, *suprà*.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*, and note ‡ in pp. 2, 3, 4 of the Form IX. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours,* nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half,* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting

an attendance *begins*. The inspector will inquire whether this rule has been observed. (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn*. The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers, must be counted under Rule 11, *suprà*, and the whole number of such names must be counted for the return "left in past year."

ENDOWMENTS FOR EDUCATION.

MINUTE BY THE RIGHT HONOURABLE THE LORDS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

At the Council Chamber, Whitehall, 11 *March* 1864.

Read,—

The following extract from Article 52 in the Code of Minutes and Regulations dated 30 January 1864 :—

"The grant is reduced * * *

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or,
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.†

(*d.*) By the amount of any annual endowment."

Resolved,—

That so much of Article 52 as declares, that the grant shall be reduced by the amount of any annual endowment, should not apply to small rural schools (Article 133),‡ but that, in such schools, the grant and the endowment together must not exceed the rate of 15*s.* per scholar, according to the average number of scholars in attendance throughout the year (Article 17).†

† 17. The year is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.

‡ 133. Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms, or they must be certified as not needing, nor likely to be attended by more than 100 scholars.

TABLES.

TABLES.

(No. 1.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 December 1863 (except Heads 1—8, in England and Wales, where after 30 June 1862 the Revised Code superseded such Payments; *see* 15).	From 1839 to 31 December 1863.
	£ s. d.	£ s. d.
1. In augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	113,662 0 6	920,546 8 6
2. In Stipends of Pupil-Teachers and gratuities to the Schoolmasters and Schoolmistresses instructing them	222,478 4 2	2,566,638 9 0
3. In Stipends to Assistant Teachers	7,867 8 4	63,206 11 8
4. In Capitation in England and Wales	63,851 17 9	473,747 0 2
5. In Stipends to Assistant Teachers in Night Schools	1,448 6 1	10,034 2 4
6. In special Allowances for Drawing	2,057 11 8	9,397 4 8
7. In Grants to Industrial Classes in connexion with Elementary Day Schools	1,315 13 1	100,926 4 11
8. In Grants to Industrial Schools	1,091 6 6	
9. In Pensions	640 0 0	5,780 11 8
11. In building, enlarging, and furnishing School-houses, Elementary and Normal	41,156 19 5	1,555,679 7 4
— In Books, Maps, Diagrams, and Scientific Apparatus	- - -	52,520 11 2
12. In Grants to 40 separate Training Colleges	111,966 17 1	833,630 18 7
13. In Annual Subsidies to School Societies in support of Training Colleges	2,250 0 0	
14. Establishment:—		
Office in London — £ 18,336 7 1		
Inspection — 45,507 11 5		
Contingencies:— £ s. d.		
Extra Copying and sundry Office disbursements — 1,413 7 9		
Poundage on Post Office Orders* — 2,668 5 6 — 4,403 9 9	68,247 8 3	745,184 8 8
Pupil-Teachers' Indenture Stamps — 321 16 6		
15. In Grants under the Revised Code since 30 June 1862 (in England and Wales)	83,358 2 10	83,358 2 10
— Payments made from the Vote for Public Education by the Treasury in 1848, 1850, 1853, and 1854	- - -	11,604 9 0
Total	£721,391 15 8	7,432,254 10 6

* The whole of the Grants under heads 1, 2, 3, 4, 5, 6, 7, 9, 15, and the smaller Grants under heads 8 and 11, are paid by Post Office Orders.

EXPENDITURE FROM EDUCATION GRANTS—*continued.*

(TABLE B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 December 1863.	Compared with Year ended 31 December 1862.		From 1839 to 31 December 1863.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	416,392 6 0	- - -	54,037 3 6	4,455,725 11 11
British and Foreign School Society	70,858 13 5	- - -	904 7 10	658,137 8 5
On Wesleyan Schools	36,122 12 9	- - -	1,992 0 11	344,235 10 3
On Roman Catholic Schools (England and Wales)	29,877 9 8	886 4 0	- - -	257,987 15 8
On Parochial Union Schools	811 6 8	- - -	553 6 8	76,488 1 5
SCOTLAND — On Schools connected with—				
Established Church	52,477 6 5	- - -	12 0 8	458,661 19 10
Free Church	39,897 13 0	991 18 0	- - -	362,675 7 8
Episcopal Church	4,476 13 4	- - -	76 16 3	38,840 8 2
Roman Catholic Schools	2,230 6 2	186 3 9	- - -	21,023 14 8
Other Schools	- - -	- - -	- - -	189 14 10
Establishment (as in Table A.)	63,247 8 3	2,160 3 6	- - -	745,184 8 8
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£721,391 15 8	4,224 9 3	57,575 15 10	7,432,254 10 6

(No. 2.)

TABLE showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1863).

—	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	4,229	3,651	7,880	228	158	386	778	947	1,725	989	1,301	2,290	1,145	1,393	2,538	1,001	1220	2,221	1,101	1235	2,336	5,014	6,096	11,110
Wales - -	383	112	495	12	6	18	72	57	129	86	43	129	95	71	166	81	34	115	106	55	161	440	260	700
Isle of Man, and Channel Islands -	30	23	53	—	—	—	3	8	11	3	11	14	12	10	22	5	6	11	12	8	20	35	43	78
Scotland - -	1,215	493	1,708	51	6	57	307	143	450	353	166	519	269	145	414	288	151	439	337	133	470	1,554	738	2,292
Total -	5,857	4,279	10,136	291	170	461	1,160	1,155	2,315	1,431	1,521	2,952	1,521	1,619	3,140	1,375	1411	2,786	1,556	1431	2,987	7,043	7,137	14180*

* Of this number 2,496 have been apprenticed since July 1862, under Article 81 *f.* of the Revised Code.

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1863, *classified denominationally*;—with Table showing Amount paid for CAPITATION GRANTS under Articles 172–183 of the Code of 1860, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in the same Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *from* 1 *January* to 30 *June* 1863, *and from* 1854 to 30 *June* 1863, *inclusive*.

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		Capitation Grants under Articles 172–183 of the Code of 1860.						
							From 1 January to 30 June 1863.				From 1854 to 30 June 1863 (9½ years).		
							Amount of Grants.	Number of Scholars		Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance.	Amount of Grants.	Number of Scholars		Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance.
	Male. *	Female.	Male.	Female.	Male.	Female.		On whom grants were allowed.*	In average Attendance.			On whom grants were allowed.*	In average Attendance.	
							£ s. d.				£ s. d.			
National Society or Church of England -	3,675	3,029	166	117	3,909	4,790	46,450 5 9	187,705	432,295	43·42	353,539 5 5	1,404,639	3,464,811	40·54
British and Foreign School Society -	557	341	44	14	863	775	8,576 7 0	35,626	76,353	46·66	64,101 1 3	266,234	609,012	43·71
Wesleyan Methodists' Conference - -	293	147	17	5	475	291	4,409 10 0	17,634	37,386	47·16	30,745 1 0	124,685	280,532	44·44
Roman Catholic Poor School Committee (*in England and Wales*) -	117	269	13	28	218	520	4,415 15 0	20,941	44,098	47·48	25,361 12 6	116,509	269,103	43·29
Parochial Unions - - - - - -	-	-	-	-	24	23	—	—	—	—	—	—	—	—
Church of Scotland - - - - -	747	296	27	2	929	394	—	—	—	—	—	—	—	—
Free Church of Scotland - - -	412	120	20	-	535	179	—	—	—	—	—	—	—	—
Episcopal Church in Scotland - -	45	42	1	2	67	94	—	—	—	—	—	—	—	—
Roman Catholic Poor School Committee (*in Scotland*) - - - - -	11	35	3	2	23	71	—	—	—	—	—	—	—	—
Total - - - - - -	5,857	4,279	291	170	7,043	7,137	63,851 17 9	261,906	590,132	44·38	473,747 0 2	1,912,067	4,623,458	41·35

* Capitation grants were allowed on account of those children who attended school during one hundred and seventy-six days in the year, and who paid school fees of not less than one penny, nor more than fourpence, per week.

(No. 4.)—TABLE showing the Number of PARISHES, grouped according to population in each (*Corrected to 31 December 1862.*)

COUNTIES PROPER.	Number of Parishes or other Places separately maintaining their own Poor.	Population (1861).	Total Number of Schools aided with Annual Grants, to 31 December 1862.	Parishes with more than 5,000 Inhabitants. Number of Persons in such Parishes.	Parishes with more than 5,000 Inhabitants. Number of Parishes in which Schools have been aided with Annual Grants.	Parishes with more than 5,000 Inhabitants. Number of Parishes in which Schools have not been aided with Annual Grants.	Parishes with less than 5,000 and more than 1,000 Inhabitants. Number of Persons in such Parishes.	Parishes with less than 5,000 and more than 1,000 Inhabitants. Number of Parishes in which Schools have been aided with Annual Grants.	Parishes with less than 5,000 and more than 1,000 Inhabitants. Number of Parishes in which Schools have not been aided with Annual Grants.
ENGLAND.									
Bedford	135	135,787	52	23,631	1	1	63,988	22	13
Berks	192	170,256	77	45,713	6	0	68,907	31	13
Buckingham	223	167,998	73	15,152	2	0	90,978	37	17
Cambridge	176	174,616	55	39,690	5	0	77,184	19	12
Chester	261	905,429	203	362,928	18	2	138,835	57	18
Cornwall	217	356,959	104	135,026	15	1	179,982	57	48
Cumberland	208	205,276	75	73,998	8	1	68,998	30	14
Derby	331	339,327	135	154,824	12	1	134,565	49	28
Devon	480	584,373	170	199,272	11	1	235,179	68	31
Dorset	259	188,769	99	27,374	3	1	80,699	30	15
Durham	269	508,606	152	276,837	15	6	183,047	44	36
Essex	413	404,851	158	95,138	7	2	162,052	45	45
Gloucester	390	483,776	198	216,619	18	3	164,468	59	28
Hants	345	481,815	187	246,794	13	1	133,990	57	16
Hereford	208	108,715	49	5,337	1	0	43,865	14	9
Hertford	141	173,286	100	40,822	6	0	93,035	35	11
Huntingdon	100	58,394	31	—	—	—	33,874	12	7
Kent	430	733,887	244	399,160	26	1	216,398	78	30
Lancaster	483	2,429,394	599	2,078,710	87	4	303,133	94	49
Leicester	236	337,472	95	83,860	6	0	64,921	27	10
Lincoln	749	412,246	142	51,748	3	0	160,434	45	48
Middlesex	215	2,396,485	385	2,056,001	64	4	168,078	51	23
Monmouth	147	174,633	43	108,701	6	2	30,576	8	7
Norfolk	737	454,198	127	55,868	3	0	133,890	39	44
Northampton	343	327,704	77	55,521	7	0	65,841	23	19
Northumberland	849	343,625	104	200,617	13	5	87,186	13	18
Nottingham	170	307,867	85	155,069	10	1	60,041	16	10
Oxford	297	170,944	87	15,148	1	2	68,589	23	11
Rutland	52	21,861	13	—	—	—	5,330	2	1
Salop	254	240,959	91	78,104	10	0	90,676	29	17
Somerset	490	444,873	185	154,408	12	1	167,127	58	32
Stafford	248	586,943	254	350,100	24	0	125,788	48	20
Suffolk	528	337,076	166	59,248	7	0	190,467	39	31
Surrey	154	831,603	214	685,059	22	3	108,036	40	14
Sussex	234	363,735	122	119,756	7	0	154,266	55	36
Warwick	259	561,855	132	414,923	9	2	73,184	21	16
Westmoreland	109	60,817	35	10,910	1	0	16,598	7	2
Wilts	342	249,511	151	48,339	4	1	101,259	41	15
Worcester	242	287,147	98	135,909	11	0	114,747	23	23
York	1,628	2,033,616	734	1,158,039	69	7	595,786	146	81
Total England	13,828	18,952,613	5,977	10,497,260	587	49	4,881,639	1,461	921
WALES.									
Anglesey	77	54,699	29	14,723	3	0	19,799	5	3
Brecknock	97	61,327	29	15,536	2	0	24,021	6	4
Cardigan	97	72,545	32	5,561	1	0	30,993	10	9
Carmarthen	81	111,730	47	32,711	3	0	37,597	10	16
Carnarvon	73	95,494	37	33,032	4	0	45,691	22	4
Denbigh	92	100,778	47	14,343	1	0	41,435	14	5
Flint	49	69,737	48	30,569	3	0	34,622	12	7
Glamorgan	106	317,732	82	210,152	11	0	79,439	21	13
Merioneth	55	58,903	28	—	—	—	25,289	6	5
Montgomery	79	66,919	39	—	—	—	43,003	13	9
Pembroke	154	99,278	36	12,539	1	0	61,715	12	12
Radnor	60	23,362	8	—	—	—	7,157	2	1
Total Wales	1,039	1,111,786	452	566,323	28	4	453,294	157	85
Total England and Wales	14,867	20,063,799	6,429	10,773,623	565	53	5,276,933	1,618	1,006

County of ENGLAND and WALES, which do, or do not, contain Schools aided with ANNUAL GRANTS.

Number of Persons in such Parishes.	Parishes with less than 1,000 and more than 500 Inhabitants. Number of Parishes in which Schools have been aided with Annual Grants.	Parishes with less than 1,000 and more than 500 Inhabitants. Number of Parishes in which Schools have not been aided with Annual Grants.	Parishes with less than 500 Inhabitants. Number of Persons in such Parishes.	Parishes with less than 500 Inhabitants. Number of Parishes in which Schools have been aided with Annual Grants.	Parishes with less than 500 Inhabitants. Number of Parishes in which Schools have not been aided with Annual Grants.	Number of Parishes with less than 500 Inhabitants. Between 500 and 400.	Between 400 and 300.	Between 300 and 200.	Between 200 and 100.	Under 100.	Total.	COUNTIES PROPER.
20,960	13	33	12,198	2	21	16	10	9	9	9	53	ENGLAND. Bedford.
32,166	11	35	20,488	10	97	18	28	22	29	19	167	Berks.
20,501	14	37	34,581	16	122	26	27	28	30	27	188	Buckingham.
37,044	12	40	21,698	3	75	19	24	18	13	4	78	Cambridge.
46,833	28	42	60,238	33	312	35	40	45	103	67	348	Chester.
28,165	13	42	17,586	5	60	16	17	19	15	4	71	Cornwall.
32,237	12	34	30,345	14	106	21	21	17	25	12	116	Cumberland.
28,558	27	46	59,787	21	158	24	32	39	46	44	179	Derby.
48,226	33	100	41,491	20	206	46	49	59	60	33	226	Devon.
23,779	25	33	49,741	23	159	29	37	34	49	43	193	Dorset.
32,718	9	23	25,044	11	125	9	21	26	38	42	136	Durham.
51,402	23	100	55,369	17	327	47	45	44	37	31	204	Essex.
50,502	20	47	54,581	23	198	40	39	43	58	39	221	Gloucester.
55,260	28	48	45,856	34	153	28	28	32	21	28	137	Hants.
13,290	19	32	37,467	19	178	15	18	37	64	41	185	Hereford.
27,570	19	16	14,405	10	44	11	10	17	10	6	54	Hertford.
10,940	7	10	18,726	6	67	12	18	16	16	11	73	Huntingdon.
62,395	31	73	48,576	17	174	36	27	48	47	33	191	Kent.
67,287	58	153	43,332	13	152	37	29	30	34	18	148	Lancaster.
60,264	31	40	46,614	17	214	29	34	37	45	68	213	Leicester.
72,929	30	101	105,516	26	406	58	72	59	101	132	522	Lincoln.
12,269	6	26	10,207	0	83	9	13	23	26	13	84	Middlesex.
10,137	3	15	22,556	3	103	16	19	21	31	25	106	Monmouth.
74,714	42	111	119,907	29	469	76	103	113	109	68	469	Norfolk.
33,115	23	61	49,599	8	208	32	34	51	55	39	211	Northampton.
24,697	16	29	30,010	22	163	24	32	33	41	33	163	Northumberland.
43,157	18	31	41,879	15	173	20	24	35	51	37	168	Nottingham.
27,821	22	59	47,886	27	172	31	46	33	46	43	199	Oxford.
2,068	5	4	2,500	0	6	8	4	3	3	10	28	Rutland.
30,183	29	58	35,121	14	142	22	20	39	40	35	156	Salop.
58,623	40	63	72,356	27	260	47	54	72	73	45	291	Somerset.
38,771	18	30	37,849	7	112	22	19	26	16	30	113	Stafford.
66,217	39	101	66,584	22	328	58	76	88	64	44	330	Suffolk.
12,771	11	21	9,577	6	51	4	9	6	3	3	25	Surrey.
32,219	17	61	34,716	19	148	18	29	31	47	33	158	Sussex.
19,319	15	37	23,509	12	107	21	17	21	35	36	170	Warwick.
4,606	9	11	10,265	8	69	13	16	16	17	15	77	Westmoreland.
25,599	30	28	20,157	13	157	28	43	49	53	33	206	Wilts.
13,758	8	35	34,272	4	139	18	31	38	33	39	159	Worcester.
1,855,589	841	1,819	1,893,491	719	7,598	1,146	1,458	1,718	2,146	1,785	8,319	York.
17,847	11	12	11,331	3	41	10	7	12	8	7	44	Total England.
20,717	12	12	13,390	12	85	8	16	18	18	14	74	WALES.
24,212	8	21	13,304	2	43	11	9	11	10	8	49	Anglesey.
14,382	5	16	8,124	0	41	16	9	11	10	3	49	Brecknock.
24,335	7	8	7,810	4	28	4	8	7	6	3	28	Cardigan.
13,929	5	14	10,299	3	51	8	8	7	6	5	34	Carmarthen.
17,388	9	15	5,978	2	31	12	7	4	6	5	34	Carnarvon.
7,978	2	7	12,914	8	78	13	11	32	14	16	109	Denbigh.
	2	7	11,147	4	43	5	9	17	3	4	48	Flint.
												Glamorgan.
												Merioneth.
												Montgomery.
												Pembroke.
												Radnor.
203,869	64	159	130,981	46	496	83	91	142	145	81	542	Total Wales.
2,017,815	905	1,969	1,996,422	765	7,906	1,323	1,529	1,860	2,285	1,864	8,761	Total England and Wales.

(No. 5.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1862 *inclusive, and for Year* 1863.

FROM 1839 TO 31 DECEMBER 1862.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Total Number of Children for whom accommodation has been created.§				
	Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	£ s. d.	£ s. d.	£ s. d.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.*
ENGLAND AND WALES.																									
National or Church of England Schools - -	3126	1487	1478	1623	813	2238	1709	1,048,823 11 9½	2,244,706 8 8	3,393,559 0 5½	184062	174342	163468	94723	616595	12916	10740	6916	11077	41649	196978	185082	170384	105800	658244
British and Foreign Schools - -	214	137	116	58	54	86	172	81,830 5 1½	138,089 12 2½	219,919 17 4½	20760	16515	7341	6989	51605	1275	1022	469	1658	4424	22035	17537	7810	8647	56029
Wesleyan Schools - - -	116	85	34	76	55	84	37	71,421 17 6	118,789 7 3	190,211 4 9	6858	5395	15918	8578	36744	675	414	339	216	1644	7533	5809	16252	8794	38388
Roman Catholic Schools (in Great Britain) -	58	37	36	11	27	39	13	37,954 9 1	77,590 6 2	115,544 15 8	7876	7166	1213	3531	19786	62	119	-	85	265	7938	7284	1213	3616	20051
SCOTLAND.																									
Church of Scotland Schools - - -	198	54	74	112	16	101	45	54,897 14 2½	111,502 10 5	166,400 4 7½	8630	9406	11336	1459	30831	496	453	1031	84	2064	9126	9859	12367	1543	32895
Free Church, and other Schools *not* connected with Church of Scotland	153	46	46	101	11	88	50	33,470 2 3	65,617 14 4½	100,087 16 7½	5396	4932	11705	000	22639	621	389	527	177	1714	6017	5321	12232	783	24353
Episcopal Schools - -	6	4	5	1	1	7	3	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	-	88	331	36	455	546	834	542	132	2054
Total - - -	1262	1800	1789	1984	1907	2454	2029	1,332,249 1 5½	2,863,888 13 8½	4,196,137 15 2	234128	218502	211187	115982	779799	16045	13224	9613	13333	52215	250173	231720	220800	129315	832014

FROM 1 JANUARY TO 31 DECEMBER 1863.

ENGLAND AND WALES.																									
National or Church of England Schools - -	104	38	32	61	30	63	43	29,106 16 10	105,709 2 5	134,815 19 3	5,510	4,752	6,971	3,495	20,728	650	285	302	255	1,492	6,160	5,037	7,273	3,750	22,220
British and Foreign Schools - -	4	2	1	3	-	2	4	1,065 12 1	2,776 16 7	3,842 8 8	116	116	460	-	692	220	36	-	-	256	336	152	460	-	948
Wesleyan Schools - -	6	1	2	5	3	6	1	5,777 13 0	11,559 4 5	15,336 17 5	280	376	1,017	465	2,144	-	-	51	-	51	286	376	1,068	465	2,195
Roman Catholic Schools (in Great Britain) -	1	1	1	-	-	-	-	475 0 0	2,328 13 0	2,803 13 0	237	237	-	-	474	-	-	-	-	-	237	237	-	-	474
SCOTLAND.																									
Church of Scotland Schools - - -	5	1	1	4	-	5	-	1,067 5 0	2,217 15 9	3,285 0 9	81	74	434	-	589	-	-	-	-	-	81	74	434	-	589
Free Church, and other Schools *not* connected with Church of Scotland	5	-	1	4	-	6	2	1,189 12 6	3,438 4 0	4,627 16 6	-	130	537	-	667	-	-	-	-	-	-	130	537	-	667
Total - - -	125	43	38	77	33	82	50	36,681 19 5	128,129 16 2	164,811 15 7	6,230	5,685	9,419	3,960	25,294	870	321	353	255	1,799	7,100	6,006	9,772	4,215	27,093

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

The following Explanatory Table (5 *a*) includes all the Grants *awarded* between 1 January and 31 December 1863, towards the *erection*, *enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. 5 *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1863.	Not claimed before 31 Dec. 1863.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary*)	131	158,844	24,530 17 1	6,913 9 6	17,617 7 7
Ditto (*Normal*) - -	1	- -	2,000 0 0	—	2,000 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - -	13	19,131	3,224 16 6	443 14 0	2,781 2 6
Ditto (*Normal*) - -	1	- - -	2,000 0 0	2,000 0 0	—
Roman Catholic Schools -	—	—	—	—	—
Schools in Scotland connected with Church of Scotland - - - -	9	7,129	1,455 3 1	680 0 0	775 3 1
Schools in Scotland *not* connected with Church of Scotland - - -	4	2,849	573 11 9	392 17 6	180 14 3
Total - -	159	187,953	33,784 8 5	10,430 1 0	23,354 7 5

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the Grants for building, enlargement, or improvements *paid* in each year was *awarded* in previous years. (*See two following Tables.*)

The following Explanatory Table (5 *b*) includes all the Building Grants *paid* between 1 January and 31 December 1863, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. 5 *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	147	29,106 16 10
Ditto Ditto (*Normal*) - - -	1	2,475 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	15	4,843 5 1
Ditto Ditto (*Normal*) - - -	1	2,000 0 0
Roman Catholic Schools - - - - - - - -	1	475 0 0
Schools connected with Church of Scotland - - - -	5	1,067 5 0
Schools *not* connected with Church of Scotland - - -	7	1,189 12 6
Total - - - -	175	41,156 19 5

The following Explanatory Table (5 *c*) includes all the Building Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. 5 *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	111	22,122 9 2
Ditto ditto (*Normal*) - -	1	2,000 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	11	3,031 8 9
Schools connected with Church of Scotland - - - -	6	1,283 0 7
Schools *not* connected with Church of Scotland - - -	2	180 14 3
Total - - - -	131	28,617 12 9

*** The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 12 June 1863.)

At the Court at Windsor, the 11th day of June 1863;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Joshua Girling Fitch*, Esq., M.A., of London University, one of Her Majesty's Inspectors of Schools.

(Signed) ARTHUR HELPS.

(Copied from the London Gazette of 28 July 1863.)

At the Court at Osborne House, Isle of Wight, the 27th day of July 1863;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Horace Waddington*, Esq., M.A., of University College, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Signed) EDMUND HARRISON.

(Copied from the London Gazette of 20 November 1863.)

At the Court at Windsor, the 17th day of November 1863;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Capel Sewell*, M.A., of Brasenose College, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Signed) ARTHUR HELPS.

(Copied from the London Gazette of 8 April 1864.)

At the Court at Windsor, the 7th day of April 1863;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Henry Adair Pickard*, of Christ Church, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Signed) ARTHUR HELPS.

(Copied from the London Gazette of 20 May 1864.)

At the Court at Osborne House, Isle of Wight, the 26th day of April 1864;

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on the representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *P. Le Page Renouf*, Esq., to be one of Her Majesty's Inspectors of Schools.

(Signed) ARTHUR HELPS.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1863, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	23·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
Mean per-centage	39·04	23·42	15·38	10·22	6·15	5·19

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	- -	- -	- -	- -	- -	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	- -	- -	- -	- -	- -	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	- -	- -	- -	- -	- -	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	- -	- -	- -	- -	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	- -	- -	- -	- -	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
Mean per-cent.	42·7					13·05	12·5	11·01	8·56	6·19	3·5	2·49	68·25

*The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

STATISTICS OF INSPECTION—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1863.

Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as not belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Number of Scholars in average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
					£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales. Schools connected with *National Society*, or *Church of England*	2,292	178,207	2,562	2,090	97,872 18 10	10 11¾	1,625	347,451	2,837	5,226	180,561 10 6	10 4¾	655	83,724	905	1,171	46,417 2 10	11 1
England and Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England	285	20,913	337	285	12,668 2 1	12 1¼	500	105,355	782	1,687	56,286 8 7	10 7¾	169	21,183	208	330	12,488 5 10	11 9½
England and Wales. *Roman Catholic* Schools	36	2,417	41	31	1,341 12 0	11 1	199	51,259	321	638	22,062 0 1	8 7¾	19	1,921	22	12	825 19 8	8 7¾
Scotland: Schools connected with *Church of Scotland*	398	25,813	383	295	11,149 8 4	8 7¾	206	50,677	412	771	20,721 14 7	8 2	158	15,051	170	209	6,433 1 4	8 6½
Scotland: *Free Church* Schools	164	11,059	160	134	5,515 14 2	9 11¾	182	30,253	253	467	14,183 4 8	9 4½	87	9,128	98	133	4,497 3 0	9 10¾
Scotland: *Episcopal* Schools	24	1,741	21	29	761 16 8	8 9	49	6,011	54	126	2,040 4 6	9 9¾	3	291	4	5	171 4 2	11 9¾
Scotland: *Roman Catholic* Schools	9	620	11	10	263 18 4	8 6	29	6,271	34	80	1,844 14 6	5 10½	—	—	—	—	—	—
Total	3,158	240,770	3,375	2,874	129,573 10 5	10 9	2,890	597,577	4,693	9,115	298,599 17 5	10 0	1,091	131,298	1,413	1,860	70,832 16 10	10 9½

Salaries of Teachers (certificated as compared with *uncertificated*).

Schools visited on account of Annual Grants.

Denominations	Masters: Certificated — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	Masters: Certificated — Number on which Average is taken	Masters: Certificated — Number provided with House or Rent-free	Masters: *Uncertificated* — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	Masters: *Uncertificated* — Number on which Average is taken	Masters: *Uncertificated* — Number provided with House or Rent-free	Mistresses: Certificated — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	Mistresses: Certificated — Number on which Average is taken	Mistresses: Certificated — Number provided with House or Rent-free	Mistresses: *Uncertificated* — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	Mistresses: *Uncertificated* — Number on which Average is taken	Mistresses: *Uncertificated* — Number provided with House or Rent-free
England and Wales. Schs. connected with *N. S.* or *Ch. of E.*	£ 90 14 6	3,225	2,171	£ 57 4 0	222	153	£ 62 0 11	2,113	1,193	£ 37 2 11	243	125
England and Wales. *B., W.*, and other schs. not connected with *C. of Eng.*	£ 105 2 0	753	263	£ 67 2 2	22	6	£ 67 2 9	291	73	£ 47 6 11	23	7
England and Wales. *Rom. Cath.* schools	£ 82 13 0	111	41	£ 61 9 4	3	—	£ 57 16 1	197	119	£ 44 15 0	4	1
Scotland. Schools connected with *Ch. of Scot.*	£ 101 3 1	650	469	£ 63 16 5	22	14	£ 55 11 4	229	156	£ 43 4 6	9	3
Scotland. *Free Ch.* schools	£ 90 17 8	385	237	£ 36 13 7	7	2	£ 53 10 5	80	48	£ 26 6 2	6	3
Scotland. *Episcopal* schools	£ 81 15 3	40	20	£ 56 9 9	1	—	£ 52 19 1	38	21	£ 39 2 8	3	2
Scotland. *Rom. Cath.* schools	£ 82 0 11	11	4	£ 50 0 0	1	—	£ 58 19 7	27	11	—	—	—
Total	£ 93 17 6	5,175	3,205	£ 59 13 3	278	175	£ 61 7 10	2,975	1,621	£ 38 1 0	288	141

(*continued.*)

Schools visited on account of Annual Grants.

Infants' Mistresses.

Denominations	Certificated — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	Certificated — Number on which Average is taken	Certificated — Number provided with House or Rent-free	*Uncertificated* — Average pecuniary Emoluments (including Government Grants and all professional sources of Income)	*Uncertificated* — Number on which Average is taken	*Uncertificated* — Number provided with House or Rent-free
England and Wales. Schs. connected with *N. S.* or *Ch. of E.*	£ 60 5 9	670	311	£ 33 8 6	324	116
England and Wales. *B., W.*, and other schs. not connected with *C. of Eng.*	£ 63 7 11	154	39	£ 39 13 1	24	3
England and Wales. *Rom. Cath.* schools	£ 54 2 7	57	24	£ 33 8 10	15	5
Scotland. Schools connected with *Ch. of Scot.*	£ 54 11 0	26	16	£ 38 0 0	2	2
Scotland. *Free Ch.* schools	£ 57 5 1	33	8	—	—	—
Scotland. *Episcopal* schools	£ 46 0 0	1	—	£ 42 0 0	1	1
Scotland. *Rom. Cath.* schools	£ 53 4 7	3	2	—	—	—
Total	£ 60 2 5	944	400	£ 33 17 7	366	127

Schools visited for simple Inspection only.

Denominations	Masters — Average Salary	Masters — Number on which Average is taken	Masters — Number provided with House or Rent-free	Mistresses — Average Salary	Mistresses — Number on which Average is taken	Mistresses — Number provided with House or Rent-free	Infants' Mistresses — Average Salary	Infants' Mistresses — Number on which Average is taken	Infants' Mistresses — Number provided with House or Rent-free
England and Wales. Schs. connected with *N. S.* or *Ch. of E.*	£ 44 15 7	67	34	£ 26 12 7	54	28	£ 26 7 3	11	2
England and Wales. *B., W.*, and other schs. not connected with *C. of Eng.*	£ 75 0 9	2	1	—	—	—	—	—	—
England and Wales. *Rom. Cath.* schools	—	—	—	—	—	—	—	—	—
Scotland. Schools connected with *Ch. of Scot.*	£ 67 18 8	20	10	—	—	—	—	—	—
Scotland. *Free Ch.* schools	£ 51 5 11	5	2	£ 40 0 0	1	—	—	—	—
Scotland. *Episcopal* schools	£ 40 0 0	1	—	£ 22 5 1	4	3	£ 45 0 0	1	1
Scotland. *Rom. Cath.* schools	—	—	—	—	—	—	—	—	—
Total	£ 50 11 8	95	47	£ 26 11 0	59	31	£ 27 18 4	12	3

(No. 7.)

STATISTICS OF INSPECTION—*continued.*

SCHOOL FEES.*

Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
England and Wales. — Schools connected with *National Society*, or *Church of England*	4,260	789,626	33·57	47·57	12·88	4·57	1·41	98	6,864	41·51	42·58	11·49	3·18	1·24
England and Wales. — *British, Wesleyan*, and other Schools *not* connected with Church of England	861	186,331	16·44	41·09	23·11	15·13	4·23	2	230	—	55·65	31·31	13·04	—
England and Wales. — *Roman Catholic* Schools	239	55,271	57·48	32·67	6·06	3·18	·61	—	—	—	—	—	—	—
Scotland. — Schools connected with *Church of Scotland*	761	86,242	16·24	35·32	30·49	9·57	8·38	15	1,742	6·14	63·66	23·77	2·7	3·73
Scotland. — *Free Church* Schools	394	50,737	11·97	36·67	31·04	9·71	10·61	4	540	24·07	52·96	15·56	—	7·41
Scotland. — *Episcopal* Schools	71	8,334	45·86	38·96	12·	2·93	·25	4	152	38·82	55·26	5·92	—	—
Scotland. — *Roman Catholic* Schools	37	4,191	63·42	28·2	7·83	·55	—	—	—	—	—	—	—	—
Total	6,623	1,180,732	29·99	44·86	16·22	6·72	2·71	123	9,528	33·01	47·54	14·36	3·1	1·99

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompense which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of* saving a penny *per week, that a child is transferred from the School to the factory or the fields; but, for the sake of* gaining a shilling or eighteenpence *per week, and the mere opportunity of saving the penny by sending the child to a* free *school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)

Statistics of Inspection under Revised Code, up to 31st December 1863.

Attendance, Examination, and Results of Examination.

Denominations.	Number of Children in Average Attendance.				Standard I.									Standard II.								
					Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
								Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																						
National, or Church of England	108,356	65,990	44,584	218,930	51,004	4,422	55,516	44,445	45,835	40,649	11,071	9,681	14,867	23,416	12,407	35,823	31,881	32,993	26,682	3,942	2,830	9,141
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	32,762	10,139	7,583	50,484	10,832	1,013	11,845	9,656	9,951	8,833	2,189	1,894	3,012	5,113	2,763	7,876	7,138	7,271	6,201	738	605	1,675
Roman Catholic (*in England and Wales*)	3,328	5,565	2,167	11,060	2,748	298	3,046	2,081	2,166	2,080	965	880	966	980	501	1,481	1,261	1,281	891	220	200	590
Total Day Schools	144,446	81,694	54,334	280,474	64,674	5,733	70,407	56,182	57,952	51,562	14,225	12,455	18,845	29,509	15,671	45,180	40,280	41,545	33,774	4,900	3,635	11,406
Evening Schools.																						
National, or Church of England	4,280	1,284	—	5,564	—	848	848	662	632	719	186	216	129	—	1,078	1,078	980	992	859	98	86	219
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	711	277	—	988	—	107	107	65	91	100	42	16	7	—	195	195	165	177	180	30	18	15
Roman Catholic (*in England and Wales*)	751	1,533	—	2,284	—	785	785	476	447	481	309	338	304	—	484	484	413	375	256	71	109	223
Total Even. Schools	5,742	3,094	—	8,836	—	1,740	1,740	1,203	1,170	1,300	537	570	440	—	1,757	1,757	1,558	1,544	1,295	199	213	462

(No. 8.)—Statistics of Inspection under Revised Code, up to 31st December 1863—*continued*.

Attendance, Examination, and Results of Examination—*continued*.

Denominations.	Standard III.									Standard IV.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
National or Church of England - - -	9,826	18,056	27,882	26,018	23,330	22,480	1,864	4,552	5,402	1,894	14,388	16,282	15,486	12,809	12,012	796	3,473	3,370
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England -	2,583	4,580	7,163	6,807	6,354	6,033	356	809	1,130	714	4,644	5,358	5,169	4,643	4,832	189	715	526
Roman Catholic (*in England and Wales*) -	346	600	946	864	781	656	82	165	290	62	435	497	465	343	346	32	154	151
Total Day Schools -	12,755	23,236	35,991	33,689	30,465	29,169	2,302	5,526	6,822	2,670	19,467	22,137	21,120	17,795	18,090	1,017	4,342	4,047
Evening Schools.																		
National, or Church of England - - -	—	799	799	739	622	613	60	177	186	—	412	412	301	311	327	21	101	85
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England -	—	179	179	161	155	151	18	24	28	—	101	101	100	91	82	1	10	19
Roman Catholic (*in England and Wales*) -	—	302	302	284	222	220	18	80	82	—	128	128	121	67	71	7	61	57
Total Even. Schools	—	1,280	1,280	1,184	999	984	96	281	296	—	641	641	612	469	480	29	172	161

(No. 8.)—Statistics of Inspection under Revised Code, up to 31st December 1863—*continued*.

Attendance, Examination, and Results of Examination—*continued*.

Denominations.	Standard V.									Standard VI.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
National, or Church of England	135	2,906	3,041	2,837	2,530	2,387	204	511	654	16	923	939	856	777	722	88	162	217
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	62	1,539	1,601	1,557	1,455	1,465	44	146	136	14	651	665	652	621	616	13	44	49
Roman Catholic (*in England and Wales*)	—	29	29	27	27	26	2	2	3	—	15	15	15	13	14	—	2	1
Total Day Schools	197	4,474	4,671	4,421	4,012	3,878	250	659	793	30	1,589	1,619	1,523	1,411	1,352	96	208	267
Evening Schools.																		
National, or Church of England	—	54	54	52	41	36	2	13	18	—	33	33	32	28	20	1	5	13
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	—	43	43	43	37	41	—	6	2	—	28	28	26	28	22	2	—	6
Roman Catholic (*in England and Wales*)	—	—	—	—	—	—	—	—	—	—	2	2	—	—	1	2	2	1
Total Even. Schools	—	97	97	95	78	77	2	19	20	—	63	63	58	56	43	5	7	20

(No. 8.)—Statistics of Inspection under Revised Code, up to 31st December 1863—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Total. (Standards I. to VI. inclusive.)									Passes on Attendance only. Infants under 6. Article 40b. (2).	Total Number of Passes deducted *not* fulfilling Article 4.	Per-centage of Failures (confined to Children above 10 Years of Age) under each Standard.					
	Number of Children presented for Examination.			Number of those Children													
				Who passed in			Who failed to pass in										
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Day Schools.																	
National, or Church of England - - -	86,381	53,102	139,483	121,523	118,274	105,832	17,960	21,209	33,651	35,210	10,974	27·29	28·57	29·11	32·31	32·59	31·2
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England -	19,318	15,190	34,508	30,979	30,295	27,980	3,529	4,213	6,528	6,703	4,257	25·56	26·53	23·62	20·93	15·72	13·82
Roman Catholic (*in England and Wales*)-	4,136	1,878	6,014	4,713	4,611	4,013	1,301	1,403	2,001	1,885	295	36·24	44·31	36·33	42·06	17·24	20·
Total Day Schools -	109,835	70,170	180,005	157,215	153,180	137,825	22,790	26,825	42,180	43,798	15,526	27·45	28·71	28·21	29·74	26·69	23·98
Evening Schools.																	
National, or Church of England - - -	—	3,224	3,224	2,856	2,626	2,574	368	598	650	—	67	35·38	25·98	32·91	32·52	37·04	42·42
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England -	—	653	653	560	579	576	93	74	77	—	45	47·66	28·2	20·67	21·78	16·28	21·42
Roman Catholic (*in England and Wales*)-	—	1,701	1,701	1,294	1,111	1,029	407	590	672	—	3	61·4	53·5	40·39	60·93	—	100·
Total Even. Schools	—	5,578	5,578	4,710	4,316	4,179	868	1,262	1,399	—	115	47·87	33·81	32·97	36·51	27·84	34·92

Note.—The results in the above and two following Tables, Nos. 9 and 10, have been collected from 1,828 separate institutions, comprising 706 departments for boys, 643 departments for girls, 981 departments for boys and girls mixed, 501 departments for infants, and 220 evening schools.

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic-	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, up to 31 December 1863—*continued.*

GRANTS.

Denominations.	Day Schools, Article 40 (*a.*), (*b.*)*									Evening Schools, Article 40 (*a.*), (*c.*)*								
	Amount of Grants awarded on									Amount of Grants awarded on								
	Examination.			Attendance.						Examination.			Average Attendance.			Total.		
				Average.			Infants under 6.											
SCHOOLS.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
National or Church of England	40,313	15	5	38,500	14	6	9,866	2	4	88,680	12	3	612	15	5	586	11	3	1,199	6	8
Brit. and For., Wes., and other Prot. Schools *not* connected with Ch. of Eng.	10,695	4	4	9,406	15	0	1,954	10	4	22,056	9	8	126	8	10	105	10	2	231	19	0
Roman Catholic (*in England and Wales*)	1,414	3	6	1,786	0	0	460	1	5	3,660	4	11	249	17	5	245	3	7	495	1	0
Total £	52,423	3	3	49,693	9	6	12,280	14	1	114,397	6	10	989	1	8	937	5	0	1,926	6	8

* Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school :—

1. If more than six years of age 8*s.*, subject to examination (Article 48).
2. If under six years of age 6*s.* 6*d.* subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 48).

Statistics of Inspection under Revised Code up to 31 December 1863—*continued.*

Table showing the effect of Articles 51–54 on Grants to 1,828 Schools, with an average Attendance of 289,310 Children.

Denominations.	Amount of Grants allowable under Articles 40–47 for Attendance and Examination only. (1).	Amount of addition to Grants as per Column (1), under Article 54. (2).	Amount of Reduction of Grants as per Column (1). (3).					Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).		
Day Schools:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
National or Church of England	88,680 12 3	2,124 8 11	126 4 1	270 2 8	446 5 0	279 17 11	- - -	1,122 9 8	89,682 11 6
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	22,056 9 8	462 11 2	93 17 0	42 15 8	181 13 4	83 3 9	- - -	401 9 9	22,117 11 1
Roman Catholic (*in England and Wales*)	3,660 4 11	107 15 7	14 10 1	23 6 5	75 16 8	38 19 8	- - -	152 12 10	3,615 7 8
Total Day Schools - £	114,397 6 10	2,694 15 8	234 11 2	336 4 9	703 15 0	402 1 4	- - -	1,676 12 3	115,415 10 3
Evening Schools:									
National or Church of England	1,199 6 8	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,199 6 8
British and Foreign, Wesleyan, and other Protestant Schools *not* connected with Church of England	231 19 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	231 19 0
Roman Catholic (*in England and Wales*)	495 1 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	495 1 0
Total Evening Schools - £	1,926 6 8	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,926 6 8

Article 54. Pupil-teachers admitted before 30th June 1862, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,
(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

REPORTS ON ELEMENTARY SCHOOLS.

General Report, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. E. P. Arnold, M.A., *on the* Church of England Schools, *inspected by him in* Cornwall *and* West Devon.

My Lords, Torquay, January 1864.

In the month of February 1863 I was appointed inspector for the Church of England schools in the county of Cornwall and the 11 western registration districts of the county of Devon, of which the unions of Bideford, Holsworthy, Okehampton, and Newton Abbot form the eastern boundary. The extent and population of this new district by the census of 1861 are as follows:—

	Acres.	Population.
Cornwall - - -	889,263	364,848
Devon (part of) - - -	800,372	340,794
Total - -	1,689,635	705,642

Although, however, my appointment to the nominal charge of this district is of such recent date, I have been engaged in these same counties as assistant to Mr. Tinling since the autumn of 1855, and have inspected the majority of the schools in them at least six or seven times.

It is interesting to note the progress which has been made in this corner of England during the last eight years. In the year 1855–6 I find that there were in my present district 80 groups of schools, and 113 separate departments inspected by Mr. Tinling and myself for annual grants. In the past year 1862–3 I have visited for annual grants 138 groups of 202 separate departments. The proportional increase in the two counties may be seen by the following table:—

Counties.	Groups.		Departments.	
	1855–6.	1862–3.	1855–6.	1862–3.
Devon (part of) - -	38	65	59	104
Cornwall - - -	42	73	54	88

The number of groups is a fairer criterion of the progress made than the number of departments, for these latter vary

according to the organization of the schools. Sometimes boys and girls are thrown together into a mixed school; sometimes mixed schools are separated into boys' and girls' departments; sometimes they throw out or take in a swarm in the shape of an infant school. The groups, however, represent so many distinct institutions, and with one or two exceptions so many distinct parishes, which have put themselves into a condition to claim the government grants. In the former period I went to many small schools for simple inspection only, which, owing to the increase of schools claiming annual grants, I have in the past year been unable to visit.

In the year ended September 30, 1863, I inspected 20,942 children in 251 separate departments, besides holding collective examinations of 352 pupil-teachers. Out of these numbers 1,382 children in 21 departments, and 85 pupil-teachers, belong to schools in Somerset or Devon, which are now removed from this district. There remain, therefore, 230 departments and 19,560 children, who were actually inspected during the past year in my present district.

These schools, as might be expected from the physical and industrial characteristics of Devon and Cornwall, are not at all equally scattered over the whole district. They are for the most part grouped in clusters round certain populous centres, while large tracts of country show only here and there a few isolated schools in the receipt of annual grants.

In Devonshire (I am speaking now, and shall do so in future, only of that portion of the county contained in my district) the chief centres round which my schools are grouped are Torquay, Plymouth, and Tavistock. A circle drawn with a 10-mile radius round each of these towns would embrace no fewer than 40 out of the 65 groups of schools, and 72 out of the 104 departments, besides four groups and six departments in Cornwall. The proportion of children within these circles to those outside them would be even larger still.

On the other hand the Holsworthy Union, with an area of 82,519 acres, contains only one school which has any connexion of any sort with the Government, either for annual grants or simple inspection; the Okehampton Union, with 126,797 acres, contains *only two groups, Okehampton and Chagford, with three departments, in receipt of annual grants. The Bideford Union, with 63,864 acres,

* Since the end of the official year 1862–63 two more schools in this union, Hatherleigh and Drewsteignton, have claimed annual grants.

contains three such groups and four departments. The Kingsbridge Union, with 72,918 acres, contains four groups and five departments. The Tavistock Union, with 158,567 acres, contains 10 groups and 16 departments, all of which are within 10 miles of Tavistock. Lastly, the sub-districts of Totnes, Ugborough, and Harberton in the Totnes Union, with 54,177 acres, contain* two groups and two departments.

Thus it will be seen that out of an area of 800,372 acres in Devonshire, 558,842, or considerably more than two thirds of the whole contain only 22 groups of schools and 31 departments in receipt of annual grants, and of this small number half are in and about the mining centre of Tavistock. If, however, we compare the acreage with the population we shall be able to a great extent to account for this comparative dearth of aided schools in the rural districts. The three unions of Bideford, Holsworthy, and Okehampton, with their 273,180 acres, contain only 46,246 inhabitants, or one person to 5·90, a little less than six acres. The five unions, together with the portion of the sixth, or the whole 558,842 acres, contain 113,139 inhabitants, or one person to 4·93, a little less than five acres.

The same is the case in Cornwall. The great bulk of the schools in receipt of Government aid is to be found in the western division of the county. The seven eastern unions, Launceston, Stratton, Camelford, St. Columb, Bodmin, Liskeard, and St. Germans contain 530,172 acres, and only 21 groups of schools, each of one department, in receipt of annual grants. But then the population of these seven unions is only 120,455, or one person to 4·40 acres. In other words, they contain very nearly three-fifths of the acreage of the whole county, and less than one-third of the population. The whole increase in population in this area between 1851 and 1861 was less than 1,400, and in five out of the seven unions there was a positive decrease. So in the corresponding area of Devonshire there has been in these 10 years an actual decrease in population to the extent of 3,500 persons.

It is clear that where the population is so thinly scattered as it is over a large portion of my district, and where of late years the more thriving and active part of this population has been thinned out by emigration, it is impossible to expect any great progress in education. In many

* Since this was written one more school, Harberton, has appointed a certificated teacher.

parts of this district, especially in Devonshire, farm wages are low, and juvenile labour is in great demand, and the small hamlets and villages, which are often separated from each other by wide tracts of down and moorland, cannot gather together more than a handful of children, quite insufficient to enable the clergyman to employ a trained and certificated teacher In some cases much might, I think, be done by establishing district schools common to two or three parishes, and gradually; as the supply of trained teachers increases, it will filter down even to the remote country districts; but this must be a work of time, and though the rate of progress will, of course, be slower as the number of schools conducted by trained teachers increases, this increase has been so steady during the past seven years as to give every ground of encouragement for the future.

In Devonshire, the towns of Totnes, Ashburton, Buckfastleigh, Moreton-Hampstead, and Modbury, and in Cornwall, St Ives, St. Columb, Wadebridge, Padstow, Lostwithiel, Fowey, Looe, Liskeard, St. Germans, and Saltash, have no schools connected with the Church of England in receipt of annual grants. At Liskeard and at St. Ives there are British and Wesleyan schools under Government inspection, but I have no knowledge whatever of the state of primary education in the other towns which I have mentioned, with the exception indeed of Saltash, in which the school at my last visit in the winter of 1862 was taught by a master 83 years of age. It contained 42 boys and nine girls out of a population of 1,900, and was altogether in a state of deplorable neglect and inefficiency.

Three schools, Marhamchurch, North Bovey, and Buckfastleigh, have ceased to employ certificated teachers and therefore to receive annual grants since 1862. At Marhamchurch the engagement of the certificated teacher took place in the first instance under unfavourable circumstances, which led to disappointment and dissatisfaction on the part both of managers and master. At North Bovey, which, like Marhamchurch, is a small rural parish, I understand that the loss of annual grants will only be very temporary. A certificated teacher has been again engaged, and the school will receive a grant in the course of 1864. Buckfastleigh is a much larger and more important place, and has a population of 2,544. There is no other school in the town with a trained teacher or under Government inspection; yet here I regret to state that the trained teachers and pupil-teachers have been dismissed from the national school, on the alleged ground that there are no funds where-

with to maintain them, and an untrained master and mistress appointed in their stead.

On the other hand 10 new schools have received certificated teachers during the past year,* and have been visited for the first time for annual grants. Their names are Rattery, Ermington, Hatherleigh, Highweek, and Ellacombe, in Devon, and Morval, Penryn (girls), Cury, Ludgvan, and St. Paul, in Cornwall. I have also visited other schools for the first time at the request of the managers, who wish their present teachers to pass their examination for a certificate. These, however, are not yet in the receipt of annual grants.

I will now make a few remarks on the state of my district under the separate heads of Buildings, Teachers, Pupil-teachers, Discipline, and Instruction.

Buildings.

The school buildings generally are in good repair, sufficiently large, and very fairly ventilated. Under the first head I have only one exception to mention, at Callington in Cornwall, where the buildings at my last visit were very much out of repair, and some portions of them even in a dangerous condition. I trust, however, that by my next visit this mischief will have been remedied. The number of schools in which the accommodation is insufficient is of course somewhat larger. Brick and stone are not elastic, and if there is a sudden increase of population, as is frequently the case in a mining district, or if a master is especially successful and gains a reputation in the neighbourhood, a school will be thronged with children whose attendance was never expected or provided for when it was first built. At Salcombe (boys), Pensilva, St. Ive, Bovey Tracey (girls), Plymouth, St. James' and St. Andrew's Chapel, Gulworthy, Boscastle, and St. Austell (boys), the number of scholars has now outgrown the accommodation provided for them. But on this point, as on others, I have found the managers, who are generally the clergy, always ready to listen to reasonable suggestions, and not only willing but anxious to enlarge their premises as occasion may require and as funds permit. At Salcombe, Pensilva, St. Ive, and Plymouth, St. James', new or additional buildings have already been either decided upon or actually commenced. At St. Andrew's Chapel, Plymouth, and at

* To these I must now add (Jan. 1864) Stoke Gabriel and Harberton, which will be visited for annual grants in the current official year.

St. Austell, where additional space is most urgently needed, there is the great difficulty of finding a site sufficient even for a single class-room. On the other hand new schools or class-rooms have been built or rendered available during the past year at Gulval, St. Erth, Pendeen, Chacewater, and Redruth, in Cornwall, and at Tavistock in Devon. At St. James', Devonport, large and handsome new schools have been completed and opened since my last official visit. I trust that this good example may soon be followed in St. Stephen's and St. Mary's, Devonport, where the children are now collected in the back premises and gallery of a large building once used as a temporary church, and in three or four rooms of an old workhouse.

With regard to the ventilation I can speak with some confidence, as I am myself very sensitive to draughts and to close and foul atmosphere. But while there are very few schools in my district in which any scientific methods of ventilation have been introduced beyond the ordinary openings in the roof and side walls, I generally find that I can enter a school-room, after a drive or walk through the open air, without experiencing any of those unpleasant sensations which are produced by a close and stifling atmosphere. In the afternoon doubtless the room often becomes too close, but even then it will bear comparison very favourably with a crowded church or drawing-room, and by creating a thorough draught for a few moments the atmosphere can be very rapidly purified. I should indeed be more disposed to complain of draughts than of too great heat; and, as far as my experience goes, I know nothing which produces more admirable ventilation than perforated zinc tubes which allow the air to trickle in as from the rose of a watering-pot, instead of falling in a blast upon one's head as if all the bags of Æolus were unloosed.

Teachers.

Of the teachers in my district I can speak in terms of the highest praise. It is allowed on all hands that they are the mainstay of our schools. It may almost be laid down as a maxim, that as is the teacher such will be the school. Undoubtedly their efforts may be to a great extent supported and stimulated, or neutralized and discouraged by the managers. But an indifferent or neglectful manager may yet, if the master be a good one, have a good school, while the most active and benevolent manager with a bad master must have a bad one. It is therefore with the greatest pleasure that I can truly say, after going carefully

through the list of schools under my inspection, that the teachers, both men and women, are, as a whole, discharging cheerfully, earnestly, and most conscientiously the work which they have to do. Whatever may be thought of the arrangement by which they were suddenly deprived of their augmentation grant from the Government, there can be no doubt that the past year has been a time of great anxiety and pecuniary uncertainty to them all; and under these circumstances the way in which they have borne the change and thrown themselves with renewed energy into their school work has done them infinite credit. They know me too well to believe that I am capable of flattering them; but an experience of eight years in this district has only confirmed and strengthened my opinion of the inestimable value of our present system of normal training, and of the great benefit which a parish receives, whether in town or country, when a trained and certificated teacher is first engaged in it. I do not pretend to say that they all are animated with the spirit of missionaries; that cannot be expected of any class of persons so numerous as theirs. But while even this high Christian zeal may be witnessed in not a few of them, is is still more satisfactory to find that the great majority of teachers strive to do their work to the best of their ability and with a real unselfish interest in its success.

It appears from the statistics published in the blue book for 1861–2 that the emoluments of certificated teachers in the south-western district are somewhat less less than in the other parts of England. But as a set off against this disadvantage, it may be remarked that the cost of living and house rent is, except in some few localities, cheaper here than elsewhere, so that probably the income of a teacher in this district goes quite as far as it does in others. It is certainly an advantage also to be resident in so beautiful a part of the country. A young unmarried schoolmaster not long ago left a school in which he was working very successfully in a small town situated on one of the most lovely parts of the coast of Devon, and accepted another enagement in the heart of the black country of Staffordshire. He was anxious, he said, for more society, and I trust that his desire has been gratified; but I have not the slightest doubt that there are many masters in the black country who would gladly have changed places with him, for the sake of the sea and the pleasant climate and the charms of the scenery, while, as to society, it is difficult to believe that enough of it cannot be found among a

population of more than 1,600 souls. My advice to the younger teachers on taking their first situations is, that they should identify themselves as much as possible with their schools. I am sure that if they were to join with the elder children, not only at their lessons but their games, if they were to go out walks and expeditions with them on holidays, they would not only extend and deepen their influence over their young scholars, but would also materially increase their own happiness.

PUPIL-TEACHERS.

In consequence of the Revised Code there has already been a diminution in the number of pupil-teachers in this district, and there is no doubt that this number will be still further diminished in the current year. The following table shows the number of pupil-teachers examined by me in the two official years 1861–2, and 1862–3. In the former year I did not hold the examinations for the Falmouth district or the Scilly Islands.

——	1861–2.	1862–3.
Newton Abbot -	12	11
Bideford - -	8	6
Kingsbridge -	5	4
Menhenist - -	9	5
Torquay - -	53	45†
Plymouth - -	78	64
Tavistock - -	30*	27
Truro - -	65	53
Penzance - -	20	20
	280	235
Falmouth - -	- -	13
Scilly - -	- -	4

Besides holding these collective examinations I examined a few pupil-teachers in each year at their own schools in the north of Cornwall.

The conduct of these pupil-teachers during the past year has been on the whole extremely good. Only one has been dismissed for misconduct. Their attention to their school duties is also well reported of by their teachers, and in many instances I have heard young boys and girls teach their classes on the day of the inspection with great vigour, and

* Includes one assistant teacher.

† Includes four pupil-teachers examined at Exeter this year, but at Torquay in 1861–2.

with that careful attention to details which is the key to success in teaching. As to their private studies and instruction I must own that I am often disappointed with the result of them, as shown in their answers on paper at the annual examination. In grammar especially the failure is so great, even after repeated cautions and warnings to improve, that I am often inclined to doubt whether, for girls at any rate, it is a useful subject for examination. As a general analysis or paraphrase of the lines from Gray's Elegy,—

> "Nor grandeur hear with a disdainful smile
> The short and simple annals of the poor,"

which, I must add, were quoted together with the two earlier lines in the same verse, a pupil-teacher at the end of her fourth year wrote down not long ago the following absurd nonsense:—"Thou do hear the short and simple "annals of the poor with a disdainful smile with grandeur." Yet I often find that pupil-teachers understand the meaning of passages which they are quite unable to analyse or even to parse grammatically. For my part, I should be glad, in the case of girls, to see a few questions in domestic economy substituted for grammar in the later years, while the simple rules of syntax and parsing might still be required in the earlier ones.

The question of the supply of pupil-teachers is one of great importance to the welfare of our schools, for there is nothing so essential to good order and efficient instruction as an adequate staff of teachers, so that each class of children may have its proper share of attention. It may be assumed that when the present apprenticeships expire, no more pupil-teachers will be appointed in schools where the average attendance of children is under 90. Their place will be supplied by monitors of one kind or another. How far will this new supply make up for the loss of the old? This question can only be answered by practical experience, but I am inclined to take a hopeful view of their success. It must be remembered that under the guidance of trained teachers they will be in a very different position from that which they occupied 30 years ago under the old class of national school masters. They will often, under the terms of their engagement, and still oftener perhaps from a desire on the part of the head teacher to make their services as useful as possible, receive private instruction from him, and as they will generally have been pupils in some national school themselves, they will understand and be

able to put into practice the ordinary methods of discipline and instruction, of which the monitors of 30 years since knew nothing.

Discipline and Instruction.

I now come to the last and, unquestionably, the most important division of my subject. Buildings, managers, inspectors, teachers, and monitors, are all means to an end, and that end is the training and instruction of the children. These children, too, it must always be remembered, are to the extent of 75·55 per cent. under 10 years of age, and 61·51 per cent. of these have attended school less than two years. What results have we a right to expect under such conditions as these? The first and greatest result which we may look for is that all the children who pass through our schools should have been instructed in their duty to God and man, that they should be taught to love their Saviour and to believe in judgment to come. And in strict connexion with this teaching we may expect them to learn habits of obedience and self-restraint, of cleanliness and order, which they so often have not the opportunity of learning at home. This religious and moral discipline and training is, in my opinion, the most valuable lesson which is taught in our national schools. The amount of intellectual instruction which is imparted to the children of the poor, and still more the amount which is retained by them, can never be very great so long as they are obliged to finish their education at an age when the children of the rich are only beginning theirs. But the lessons of the heart sink deep even in young children, and if these children remain even for one or two years under the influence of a kind and judicious teacher, they will have gained an insight into the true nature of religious and moral duty, which will never afterwards be effaced. In securing this great result the schools in my district have, so far as I am able to judge, been remarkably successful. The boys' schools in the towns of Dawlish, Tor, Stonehouse, Plymouth, Charles Parish, Sutton-on-Plym, Tavistock, Marazion, Gwennap, Trevenson, Fairmantle-st., Truro, St. Austell, and Penzance, the girls' schools at Trevenson Pool and Torquay, and the mixed rural or mining schools at Menheniot, Ivybridge, Dittisham, Gulworthy, Granpound, Pendeen, and St. Ewe, for excellence of discipline leave little to be desired. I might mention many other schools which hardly if at all fall below the standard of some which I have mentioned. But taking these as specimens, I say without fear of contradiction that

it is impossible to enter any one of them without observing the powerful effect which an earnest and healthy moral discipline has produced upon the children. And the influence of such training as is given in these schools extends far beyond the schoolroom doors. It penetrates the homes of the parents, and causes them to set a higher value upon education when they see its civilizing effect upon their children; it spreads abroad a kindly feeling between class and class; it teaches obedience to law, and at the same time encourages self-reliance and self-respect; above all, it teaches the children that their unruly wills and headstrong passions must be guided and controlled by a higher and better judgment than their own, and it leads them to seek this judgment in the law of God. I have always thought that in a purely political point of view the State is repaid tenfold for the money which it spends upon our primary schools by the religious and moral training which produces honest and Christian members of the Commonwealth, even if intellectual attainments are left out of the account altogether.

But, happily, we need not even in imagination divorce moral and intellectual attainments from their natural union. They act and re-act upon each other, and I venture to say that no instance could be found of a school in which the moral discipline is excellent and the intellectual instruction bad, or in which the instruction of the children is accurate and satisfactory while the discipline is slovenly and imperfect. At all events in my own district I know of no such instance. The schools which I have named as specimens of good discipline might be mentioned here again as affording examples of thoroughly satisfactory instruction.

I ask, however, again, What amount of instruction have we a right to expect in schools where 75 per cent. of the scholars are under ten years of age, and 61½ per cent. have attended school less than two years? There are many other modifying circumstances, some common to all schools, some peculiar to different localities and even to special parishes, which should fairly be taken into account in any complete answer to this question: but these are the two grand limiting conditions, within which every answer must be framed. Given children of a certain age, who have attended school a certain length of time, what results may we expect from their instruction? The first condition may fairly be allowed to limit the range of the instruction to reading, writing, and arithmetic; and the second condition limits the number of children from whom we may fairly look for good results in these three subjects. It may there-

fore be said that we have a right to expect that 38½ per cent. of the children in our schools shall have received on leaving it a sound instruction according to their age in reading, writing, and arithmetic. But as 25 per cent. of the scholars are over 10 years of age they may be supposed to require less than two years for their instruction in these branches. I will add in therefore 22·45 per cent. who have attended school more than one but less than two years 60·94 per cent. of the children in this district have been at school one year or more. Let us assume that this proportion of children may be expected to read, write, and sum well according to their age.

How far is this assumption justified by facts? The Revised Code will in future enable us to answer this question with great accuracy. At present I can only give the result of a few weeks' experience. But this experience, such as it is, is highly satisfactory. In 39 schools examined under the new Code, the names of 3,744 children who had attended school 100 days or more during the preceding year were entered on the schedules. Of these 3,305 were present at the inspection, and 2,795 were over 6 years of age, and were examined in reading, writing, and arithmetic. 2,124⅔, or more than three-fourths of the number examined, passed successfully in all three subjects. This result speaks very well for the attention which has been paid by the teachers to these primary subjects. The greatest number of failures has been among the young children under standard I., and especially in their reading. But in some schools, as, *e.g.*, at St. Ewe, the little children between six and seven read so well that it is quite clear that with a little pains success may be made a matter of certainty with the great majority of those who are presented for examination. With regard to these younger children, it has always been a difficult problem in our schools to decide upon the best manner of teaching them; and, in too many cases, the knot has been cut by teaching them next to nothing. Hundreds of young children between six and seven years of age have sat still in the corners of school-rooms hour after hour, and week after week, doing hardly anything at all. There has been for many years, and I believe mainly in consequence of Government inspection, a gradual improvement in this respect; but the Revised Code will certainly stimulate this improvement more rapidly, and the children as they move up into the 3rd and 2nd classes will feel the immense advantage of having been already carefully grounded in their work, and will be able to make a much greater use

than they otherwise would have done of the short time which may be left to them at school.

In needlework I believe that the girls in my district are well and efficiently instructed. I have for the last two years requested the schoolmistresses to let every girl have her needlework in her hand at the hour named for the inspection; sometimes the girls are actually at work when I enter the school, sometimes they are sitting with their work before them; but in either case I see that needlework is generally taught throughout the school, and it is very frequently the case that I meet with some lady who is interested in this branch of the instruction, and who is kind enough to examine the needlework for me, and give me her opinion upon its merits. If no lady is present, the mistress gives me her report of the work, and often of the progress of each individual child, while I look at some of the specimens which the children are eager to hold out for inspection. This plan of requiring that all the children should bring their work as if to ordinary afternoon school has a very good effect. When a few selected specimens arranged on a back table are looked at in a hurried manner at the end of an inspection, after the girls themselves perhaps have been dismissed, they do not realize the fact that their needlework is made an important subject of examination and inspection; and there is this further advantage in the plan, that it does away with the possibility of an inspector's being misled, and judging of the instruction in needlework throughout the school from a few specimens which may have been specially got up for the occasion by one or two of the best needleworkers in the first class.

Religious instruction, which forms so prominent a part of the daily routine in our national schools, must necessarily be of a very simple kind when addressed to children 75 per cent. of whom are under 10 years of age. My plan, in conducting this part of the examination, is to have the whole school before me in their places at their desks. If there are not more than 60 or 70 children present, it is easy to question them all and keep up their attention at the same time. If the school is a large one I divide it into two or more groups for religious examination, taking, perhaps, the 1st and 2nd, or 1st, 2nd, and 3rd classes together, and then the lower ones, according to their number. I invariably ask the clergyman, in accordance with your Lordships' instructions, if he will examine the children or help me in doing so. But it is very seldom indeed that I have the pleasure of receiving any assistance of this kind.

I attribute this reluctance to take part in the examination to a feeling on the part of the clergyman, that the knowledge of the children can be most satisfactorily tested if they are questioned by a stranger. I do not myself share in this feeling with respect to the subject of religion. The object of the inspection is to ascertain that the children have a sufficient elementary knowledge of the truths of religion. But what amount of knowledge is sufficient your Lordships have not attempted to decide, and your inspectors must be satisfied if the children show a satisfactory knowledge of what they have been taught during the year. In the great majority of instances this instruction has been confined to the Book of Genesis and perhaps Exodus in the Old Testament, and to the early chapters in St. Matthew's or St. Luke's Gospel, or perhaps to one Gospel, in the New Testament. It is impossible for any inspector to examine day after day, and sometimes three and four times in a day, upon so limited a portion of the Bible without falling at times into a formal and mechanical habit of questioning; and if the clergyman of the parish would from time to time take part in the examination, I feel, for myself, that it might often throw new life into my own questions and encourage the children. I always expect the master or mistress to conduct some portion at least of the religious examination. It is now my only opportunity for hearing them teach, and one which is well calculated to call out whatever power they may possess of influencing their scholars. My chief complaint as to this branch of instruction is that it is of too formal and dry a character. A religious lesson might very often be just as well a lesson on arithmetic for the amount of real religious impression which it is calculated to produce upon the children. Considering the age of the children, however, and the constant repetition of these lessons, I do not believe that this formality can be altogether avoided, and if so, it becomes a question of great importance whether too much time is not devoted to lessons which, if they are not religious and so have a special value of their own, are of very little practical utility to the children, in so far as they are a mere secular puzzle of names and dates and relationships.

It would seem too as if the clergy themselves must have a very moderate opinion of the value of the religious instruction which is given in the day school, for if any children answer particularly well or ill on religious subjects the clergyman commonly remarks, in explanation, that they do or do not attend the Church Sunday-school. And yet

there are five religious lessons on the week-days to one on the Sunday,

The truth is, that we must not aim too high in this matter, or we shall defeat our object. It is quite possible to teach to young children the Bible stories, and to apply them in such a way as not only to excite their interest in them but to illustrate their duty to God and to their neighbour; they may have their notions of right and wrong cleared and fixed for ever by sensible lessons on the Ten Commandments; they may be deeply impressed, softened, and encouraged by the study of the life and death and resurrection of Christ in all their details; they may lay up a treasure of wisdom and comfort against the cares and troubles of after life by accurately learning by heart hymns and prayers and passages judiciously chosen from the Old and New Testaments. This is a practice which I have always greatly encouraged, and I am happy to say that in almost all the schools under my inspection the little children now learn hymns by heart, though they are not always taught with sufficient distinctness and accuracy. All this may be accomplished in our national schools with a far shorter expenditure of time than is now devoted to religious instruction; this will enable the children, so far as school education can do so, to lead practical Christian lives; and what more, in sober seriousness, can be required for the children of the labouring poor between the ages of 6 and 11? If the object of our religious instruction is to make church men and women of them, the attempt must and does result in failure. Home influences and associations will always, and most properly so, be stronger and more lasting than those of the school. To a child of 8 or 9 or 10 years of age all that he learns at school, if it does not directly appeal to his heart and conscience, is in the nature of lessons. He would learn the Koran or the creed of Confucius with as much cheerfulness as the doctrines of the Church Catechism, and with just as little thought or discernment that they could have any possible connexion with his future life. No; they must be made church people, if at all, by quite other means than school lessons. But I should be travelling beyond the limits marked out for me by your Lordships, if I were to discuss this question here.

In conclusion I would repeat that the educational state of this district is on the whole very satisfactory and hopeful for the future. Every branch of industry is represented in these two western counties, and whether they are agricultural labourers, miners, artizans, sailors, or fishermen,

assert unhesitatingly, as the result of my own experience, which is gathered from a free and tolerably large intercourse with all these classes, that the parents of our school-children value education for them more and more, and have a most intelligent perception of the progress which they make, and of the merits of individual schools. They must of course feed their children before they can educate them, and therefore there is still great irregularity in the attendance at school; but it is not true that parents are unwilling to make even considerable sacrifices for the sake of their children's schooling. One fact will serve as an example. In the course of last summer two boys were presented for examination at a school on the West Coast of Cornwall, whose parents, so I was informed, had consented to put off for some days a sea voyage which they were to have made with all their family to Ireland or the North of England, in order that these children might be present at the annual inspection.

I have now only to express my thanks to Mr. Tinling for all the kindness and advice which I have received from him during the seven years and a half that I have had the pleasure of working under him, and I trust that the harmonious and friendly relations which he was the first to establish in rather stormy times, between the managers of schools in this district and himself as the representative of the Government, may still continue under his successor. If I may judge from the kind courtesy and forbearance which I have always received from the clergy and lay managers in these counties, I have every confidence that such will be the case.

I have the honour to be, &c.

E. P. ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. H. B. BARRY, *on the* CHURCH OF ENGLAND *and other* SCHOOLS *inspected by him in the Counties of* DERBY, LEICESTER, LINCOLN, NORTHAMPTON, NOTTINGHAM, RUTLAND, *and* SUFFOLK, *and in the* CHANNEL ISLANDS.

MY LORDS,

MY object in this report is to lay before your Lordships a definite statement of the progress of elementary education in the schools visited by me during the past year. Such a statement must of necessity assume a dry statistical form. It amounts to little more than the lists of individual schools with the numbers examined and the results of the examination. But it may be of value as exhibiting, in a manner which cannot be misunderstood, the actual state of education in schools more or less largely aided by public grants. And should this report happen to be read by any of the managers or teachers of the schools concerned, it may be of use to them by indicating the comparative progress made in other schools similarly circumstanced to their own. In order to show in what way the results to be given have been obtained, it is necessary just to state that my method of inspection for some years past has much resembled the mode of examination under the Revised Code, with this exception, that I confined myself strictly to the matter and extent of the subjects taught in each class at the discretion of the managers. I had lists printed and filled up before the day of inspection, containing the name and age of each child, together with the number of days attended and the occupation of the parents. Opposite each child's name were columns for reading, writing, spelling, arithmetic, and other subjects. I had thus the advantage at the time of the examination of seeing at a glance all the material circumstances of each scholar. These papers of schools examined by me last year under the old code are now lying before me, and it is from them that the comparative estimates of the progress of each school presented below are compiled. They do not comprehend all the schools inspected by me during the past year, as several of them were examined either for grants or experimentally under the Revised Code. Of the schools examined for grants I shall make mention afterwards. With these exceptions, no school has been omitted on account of its inefficiency or the unsatisfactory result of its examination.

The deductions leave a total of 163 departments, consisting of 33 boys' school, 34 girls' schools, 71 mixed schools under a master, and 25 mixed schools under a mistress. These schools are for the most part in the country, and are very fair specimens of ordinary agricultural schools. They do not comprise some of the best schools in the district, such as the Trinity schools at Derby and Nottingham, and the All Saints' schools at Northampton, which were inspected by Mr. Blandford.

To state the rate of progress in all the elementary subjects of instruction would occupy too much space. I have, therefore, selected as tests of the condition of education in each school the two most important subjects of reading and arithmetic. I have not included in my reckoning any child under six years of age, though in many cases the reading of such children reached the requisite standard. I have also struck out of the lists of failures, both in reading and arithmetic, the name of any child who had attended less than 100 days. The test in reading was to read fluently, correctly, and without spelling, one sentence or more in the reading book of the class, in arithmetic to work correctly one sum at least in the rules taught in the class. In order to prevent copying, different examples of as much as possible the same amount of difficulty were set in each rule, so that no two children sitting close to each other were working the same sums. Each child has read when called upon by name, and the reading has been marked on my paper. The nature and number of the sums worked correctly by each child have also been thus marked. These tests may appear very easy. But no child can pass an individual examination in them without showing that he has considerably profited by the instruction he has received.

The schools have been arranged in four lists of boys' and girls' schools and of mixed schools under a master or mistress, as it seemed fair to compare together schools of the same class, and as the comparison of the aggregate results of each list may not be without its use. Each school has been placed on the lists according to its proficiency in reading, the most important of all secular subjects. For however excellent may be the tone and discipline of a school, however skilful and interesting the oral lessons given, and whatever progress the upper classes may have made in higher subjects, yet, if the mass of the children are unable to read, or read but imperfectly, that school, as a place of instruction (and it is to schools as such that the public grants are given) has failed in its proper work and

object. In this classification of schools by reading, it does so happen that some of the best schools in other respects do not take the highest places. But there is no reason why they should not do so, and the mere calling of attention to this deficiency may lead to its remedy.

BOYS' SCHOOLS (33).

Nineteen of these Schools are in Towns, 14 in large country Parishes.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Beeston	Nottingham	74	100	62	96·8
Oakham	Rutland	88	96·6	84	82·2
Finedon	Northampton	54	96·3	54	87·1
Boston, National	Lincoln	170	95·6	187	95
Skirbeck, National	„	70	93·4	70	82·9
Kettering, National	Northampton	131	93·2	119	100
Welton	Lincoln	44	93·2	44	95·3
Newark, Christ Church	Nottingham	117	92·8	107	87·1
Ollerton	„	62	91·7	55	81·9
Sutton Bonnington	„	43	90·7	40	92·5
Market Rasen	Lincoln	79	88·8	65	92·1
Stapleford	Nottingham	53	88·7	52	84·7
Spondon	Derby	35	88·6	28	80
Peterborough, Practising	Northampton	139	88·5	146	89·4
Boston, West Church	Lincoln	155	87·5	136	88·8
Eastwood	Nottingham	131	85·5	111	82
Worksop Abbey	„	99	84·3	77	83·1
Newark, National	„	156	84	150	84
Towcester	Northampton	66	83·4	67	83·1
Southwell	Nottingham	71	83·1	60	65
Uppingham	Rutland	58	82·8	52	67·4
Peterborough, National	Northampton	93	80·7	82	84·3
Old Radford	Nottingham	67	77·5	54	76
Sutton in Ashfield	„	106	76·4	90	65·3
Langham	Rutland	28	75	20	72
Middleton Cheney	Northampton	50	74	47	72·4
Chapel-en-le-Frith	Derby	51	72·6	42	64·1
Wellingborough	Northampton	108	72·3	101	72·3
Whitwell	Derby	50	66	38	52·7
Hyson Green	Nottingham	72	64·3	72	79·1
Castleton	Derby	17	53	13	77
*South Banbury	Northampton	58	50	58	44·9

All of the children over six years of age had been instructed in reading, but all of them had not been taught to work sums in arithmetic. This accounts for the difference in many cases between the numbers examined in reading and arithmetic.

*New School.

SUMMARY OF BOYS' SCHOOLS.

Per-centage of those who passed.

In Reading.	Number of Schools.	In Arithmetic.	Number of Schools.
100 - - -	1 Beeston	100 - - -	1 Kettering, boys'.
Between 100 and 90	9 - -	Between 100 and 90	5
„ 90 and 80	13 - -	„ 90 and 80	14
„ 80 and 70	6 - -	„ 80 and 70	7
„ 70 and 60	2 - -	„ 70 and 60	4
„ 60 and 50	2 - -	52·7 - - -	1
		44·9 - - -	1
	33		33

The average per-centage of those who passed in reading was 80·3, in arithmetic 75·9.

GIRLS' SCHOOLS (34).

Nineteen of these Schools are in Towns, 15 in large country Parishes.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Boston, West Church -	Lincoln -	106	98·1	106	88·6
Uppingham - - -	Rutland -	46	97·9	30	53·4
Exton - - - -	„ -	43	97·4	42	95·3
Castleton - - -	Derby -	32	97	29	77·5
Kettering - - -	Northampton	76	93·2	69	71·1
Welton - - -	Lincoln -	29	93·2	27	77·8
Boston, National - -	„ -	124	93	123	72·9
Peterborough, National -	Northampton	72	91·7	58	84·5
Newark, Christ Church -	Nottingham -	68	89·8	68	93·9
Oakham - - -	Rutland -	55	89·1	51	76·5
Skirbeck, National -	Lincoln -	63	86	64	77·2
Hyson Green - -	Nottingham -	46	85	46	82·9
Eastwood - - -	„ -	93	84·6	74	79·8
Basford - - -	„ -	53	83·3	35	74·1
Sutton Bonnington -	„ -	52	82·7	35	62·9
Stapleford - - -	„ -	47	82·5	45	82·3
Finedon - - -	Northampton	39	82·1	39	49·8
Wellingborough - -	„ -	65	80	47	55·4
Ollerton - - -	Nottingham -	61	79·7	50	74
Chapel-en-le-Frith -	Derby -	63	77·5	37	73
Southwell - - -	Nottingham -	44	77·4	40	70
Beeston - - -	„ -	75	76	66	63·2
*Weedon Bec - -	Northampton	37	75·7	26	52
Spondon - - -	Derby -	27	74·1	26	61·6
Old Radford - -	Nottingham -	26	73·1	29	75·9
Worksop, National -	„ -	73	72·7	60	46·7
Middleton Cheney -	Northampton	48	70·9	47	43·3
Navenby - - -	Lincoln -	47	70·8	41	60·7
Towcester - - -	Northampton	30	70	18	50

* New School.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Sutton in Ashfield -	Nottingham-	68	69	48	62·5
Newark, National - -	„ -	61	67·3	51	60·8
Peterborough, New England - - - -	Northampton	52	59·7	53	71·7
Nottingham, St. Nicholas	Nottingham-	41	58·6	35	51·6
*South Banbury - -	Northampton	35	52·9	34	41·2

SUMMARY OF GIRLS' SCHOOLS.

Per-centage of those who passed.

In Reading.	Number of Schools.	In Arithmetic.	Number of Schools.
Between 100 and 90	8	Between 100 and 90	2
„ 90 and 80	9	„ 90 and 80	4
80 and over 70 -	11	„ 80 and 70	12
70 and over 60 -	3	70 and over 60 -	7
Between 60 and 50	3	Between 60 and 50 -	4
		„ 50 and 40 -	5
	34		34

The average per-centage of those who passed in reading was 83·2, in arithmetic 68·3. But that nearly all the girls in a school can be successfully taught arithmetic is shown by the examples of the Newark Christ Church, the Exton, and the Boston West Church Schools.

MIXED SCHOOLS UNDER A MASTER (71).

This is the common Form of country School in the District, and has in many places superseded Boys' and Girls' Schools separately taught; four only of these Schools are in small Towns, the remainder in country Parishes, in 24 of which the Population is under 600.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Cottesmore - - -	Rutland -	64	100	61	100
Thrapston - - -	Northampton	97	97	91	91·8
Welford - - -	„ -	53	96·7	34	88·5
Helpston - - -	„ -	84	96·5	80	90

* New School.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Kirby Muxloe	Leicester	72	95·9	68	88·3
Milton	Northampton	57	94·8	58	85·5
Great Brington	,,	101	93·3	95	77·4
Piddington	,,	54	92·6	34	91·2
Belleau	Lincoln	74	92·5	75	86·2
Balderton	Nottingham	39	92·4	31	80·7
South Collingham	,,	96	92·1	81	79·3
Harleston	Northampton	49	91·9	49	70·4
North Wheatley	Nottingham	47	91·5	33	97
Lowdham	,,	105	91·3	80	77·5
Alfreton	Derby	54	90·8	54	94·5
Beckingham	Nottingham	34	90	29	73·3
Ketton	Rutland	108	89·9	109	69·7
Paston	Northampton	96	89·6	98	77·6
Wainfleet, St. Mary	Lincoln	61	88·9	43	90·9
Edale	Derby	27	88·9	20	87
Hucknall Torkard	Nottingham	125	88	119	75·7
Lowick	Northampton	57	87·8	50	100
Laceby	Lincoln	81	87·4	81	61·4
Selston	Nottingham	127	86·7	115	72·6
Covenham	Lincoln	75	86·2	64	77·4
Withern	,,	79	86	54	90·6
Rockingham	Northampton	54	85·5	55	85·5
Oundle	,,	106	84	90	74·5
Sturton	Nottingham	56	84	45	90·9
West Keal	Lincoln	32	83·9	25	66·7
Abthorpe	Northampton	42	83·4	44	88·7
Trowell	Nottingham	29	82·8	24	45·9
Wainfleet, All Saints	Lincoln	101	82·3	74	74
*Lilford	Northampton	44	81·9	41	63·5
Welton-le-Wold	Lincoln	44	81·8	43	67·7
Averham	Nottingham	29	81·5	26	70·5
Seaton	Rutland	43	81·4	61	60·5
Blisworth	Northampton	64	81·3	53	70·9
Stanwick	,,	16	81·3	11	45·4
Farnsfield	Nottingham	69	80·7	46	73·8
Byfield	Northampton	61	80·4	63	60·4
Brocklesby Park	Lincoln	87	80·3	67	97
Friskney	,,	93	79	94	73
Blidworth	Nottingham	32	78·8	31	41·4
Hawksworth	,,	28	78·6	25	72
Cranford	Northampton	44	77·8	45	66·7
Bugbrooke	,,	86	76·8	79	67·1
King's Sutton	,,	59	76·3	58	60·4
Grasby	Lincoln	34	76	21	77·8
*Nocton	,,	41	75·7	39	53·9
*Castor	Northampton	90	75·6	69	57
Greetham	Rutland	49	75·6	52	57·4
Scropton	Derby	40	75	40	55
Arnold	Nottingham	60	75	47	72·4
Moulton	Northampton	82	74·4	80	73·8
North Kilworth	Leicester	28	71·5	17	88·3

* New Schools.

Name of School.	County.	Reading		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Nettleham - - -	Lincoln -	75	70·9	68	42
Swadlincote - - -	Derby -	65	69·3	67	71·7
*Laxton - - - -	Nottingham -	39	69·3	27	77·8
Woodford, near Thrapston - - - -	Northampton	58	69	54	81·5
Harpole - - -	„ -	78	68	49	75·3
*Cottingham - -	„ -	84	67·9	78	52·6
Raunds - - -	„ -	50	67·4	50	68
*Watford - - -	„ -	56	67·4	42	62
Dunham - - -	Nottingham -	41	65·9	46	82·7
Costock - - -	„ -	38	65·8	32	75
Barnack - - -	Northampton	60	62·1	45	62·3
Norton - - -	Derby -	28	60·8	32	65
Kislingbury - - -	Northampton	54	59·3	23	82·6
Woodford-cum-Membris	„ -	46	54·4	43	65·2
Titchmarsh - - -	„ -	31	42	32	53·5

SUMMARY OF MIXED SCHOOLS UNDER A MASTER.

Per-centage of those who passed.

In Reading.	Number of Schools.	In Arithmetic.	Number of Schools.
100 - - -	1 Cottesmore	100 - - -	2 Cottesmore and Lowick.
Between 100 and 90	14		
90 and over 80. -	27	Between 100 and 90	9
Between 80 and 70 -	15	„ 90 and 80	12
„ 70 and 60 -	11	„ 80 and 70	23
„ 60 and 50 -	2	„ 70 and 60	15
42 - - - -	1	„ 60 and 50	6
		„ 50 and 40	4
	71		71

The average per-centage of those who passed in reading was 80·5, in arithmetic 73·2. In Cottesmore school the results are unique and highly creditable to the master, Mr. Cattell.

At Woodford-cum-Membris, in the south-western part of Northamptonshire, the school is supported by a voluntary rate. The incumbent, the Rev. G. E. Alexander, on his appointment in 1855, found himself in a parish of small holdings in which there was no school and no apparent prospect of raising the requisite funds by subscription. To meet the difficulty he induced a few and then the mass of

the residents to agree to a voluntary educational rate, and afterwards applied to the non-resident proprietors. The result was that, with two or three exceptions, all agreed to a rate of sixpence in the pound according to the Poor Law valuation, fourpence to be paid by the landlord and twopence by the tenant. By this rate 90*l.* 12*s.* were raised in 1856. This was found to be more than was required, and the rate next year was reduced to fourpence in the pound. The amount raised in 1862 was 61*l.* 6*s.*; 35*l.* 6*s.* from residents and 26*l.* from non-residents in sums varying from 6*l.* 10*s.* to 1*s.* The school has been thus from its establishment to the present time supported by the holders and occupiers of land in the parish, by contributions proportionate to the amount of their holdings, and is not an undue burden on the clergyman and a few subscribers. Such an instance is eminently suggestive. In Eydon and Byfield, neighbouring parishes, the schools are partially supported by rates.

MIXED SCHOOLS UNDER A MISTRESS.

Six of these 25 Schools are in Towns, and are either Infant Schools with an older Department of Girls, or Girls' Schools in which little Boys also are taught; the remaining 19 are in the Country, and 16 of these are in Parishes with a Population below, in most cases considerably below, 600.

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Peterborough, St. Mary's	Northampton	85	94·2	63	76·2
Holton, Bickering	Lincoln	17	93·4	13	66·6
Alkmonton	Derby	11	91	9	89·9
Kingston-on-Soar	Nottingham	35	88·6	27	74·1
Thornhaugh	Northampton	47	87·3	35	74·2
Charlesworth	Derby	42	85·8	41	73·8
Eydon	Northampton	59	83·1	51	74·6
Shirley	Derby	51	80·4	42	73·9
Bole	Nottingham	32	80	28	75
St. Catherine's, Northampton	Northampton	54	79·7	51	72·6
West Retford	Nottingham	58	79·2	54	64·7
West Deeping	Lincoln	30	77·8	26	50
Croughton	Northampton	46	76·1	40	62·5
Peterborough, Albert Place	"	116	75	113	77·9
Bisbrooke	Rutland	36	72·3	33	60·7
Skirbeck, St. Nicholas	Lincoln	57	71·2	37	71
Old Bolingbrooke	"	76	68·1	60	79·4
Markham Clinton	Nottingham	30	66·7	27	55·6
Langar	"	20	66·7	18	83·2
Retford, St. Saviour's	"	33	64·3	21	85·8

Name of School.	County.	Reading.		Arithmetic.	
		Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Yeaveley - - - -	Derby -	18	61·2	14	42·9
Brafield-on-the-Green -	Northampton	44	56·9	40	45
*Manton - - - -	Rutland -	27	49·2	24	29·2
Heage - - - -	Derby -	23	45·4	23	8·3
Kettering, North End -	Northampton	46	43·5	37	43·2

SUMMARY OF MIXED SCHOOLS UNDER A MISTRESS.

Per-centage of those who passed.

In Reading.	Number of Schools.	In Arithmetic.	Number of Schools.
Between 100 and 90	3	Between 90 and 80 -	3
„ 90 and 80	5	„ 80 and 70 -	11
80 and over 70 -	8	„ 70 and 60 -	4
Between 70 and 60 -	5	55·6 - - -	1
56·9 - - -	1	50 and over 40 -	4
Between 50 and 40 -	3	29·2 - - -	1
		8·3 - - -	1
	25		25

The average per-centage of those who passed in reading was 73·4, in arithmetic 64·4.

It thus appears that in reading the girls' schools did the best, the per-centage being 2.7 above the per-centage in mixed schools under a master, 2·9 above that of boys' schools, and 9.2 above that of mixed schools under a mistress.

In arithmetic the boys' schools did the best, the per-centage being 2·7 above that of mixed schools under a master, 4·9 above that of girls' schools, and 11·5 above that of mixed schools under a mistress.

In estimating the amount of failure it should be noticed that all the departments in each list contribute to form the general per-centage, which would have been much higher if a few cases of very low and exceptional per-centage had been left out. It should also be remarked that many children failed in reading from hesitation, or from inability to make out one word, or from spelling, a habit not sufficiently discouraged in some schools; and that many in arithmetic who knew how to work some or all of the rules taught in

* New School.

the class, did not pass because in the examples set no one answer was right.

I had not on my paper that useful column in the examination schedule of the Revised Code which states the time of entry, nor could I tell how the 100 days might have been scattered over the year.

I am disposed to think that these 163 schools furnish a fair specimen of the state of elementary education in country schools generally. In five schools in Suffolk examined by me for Mr. Mitchell the following results nearly tally with those just exhibited.

Name of School.	Reading.		Arithmetic.	
	Number examined.	Per-centage passed.	Number examined.	Per-centage passed.
Kesgrave - - - - - - -	132	86·4	115	79·2
Walton and Felixtow - - - - -	78	83·6	48	54·3
Shotley - - - - - - -	33	81·9	25	72
Holbrook - - - - - - -	58	77·6	48	66·7
Hadleigh, boys' - - - - -	142	67·9	86	52·4

The general result of the examination of these 163 schools may now be summed up.

GENERAL SUMMARY.

Per-centage of those who passed.

In Reading.	Number of Schools.	In Arithmetic.	Number of Schools.
100 - - -	2	100 - - -	3
Between 100 and 90	34	Between 100 and 90	16
90 and over 80 -	54	„ 90 and 80	33
80 and over 70 -	40	„ 80 and 70	53
70 and over 60 -	21	70 and over 60 -	30
Between 60 and 50 -	7	Between 60 and 50 -	12
50 and over 40 -	5	50 and over 40 -	14
		29·2 - - -	1
		8·3 - - -	1
	163		163

The average per-centage of those who passed in reading was 79·3, in arithmetic 70·4.

These results are in many respects satisfactory. They show that in 36 of these schools nearly all the children had made due progress in reading, that in 54 from eight to

nine tenths, and in 40 about three-fourths had been successfully taught. The same statement in a less degree is true of the progress of these schools in arithmetic. As regards the bulk of the departments concerned these statistics prove that your Lordships' grants have not been spent on schools where there was much show of instruction but little real learning, or where the first class was taught much but the lower classes little or nothing.

But these results have also their unsatisfactory side. It is not satisfactory that in 33 of these schools the per-centage of those who can read fluently is less than 70, and that in 94 the per-centage of failure ranges from 10 to 30. And it is still less satisfactory that in 58 of these schools the per-centage of those able to pass a simple examination in arithmetic is less than 70, and that in 116 the per-centage of failure should range from 10 to 30. Nor have these schools been judged by an unreasonable standard. For that the test used is fair and practical is shown by the high per-centage attained by many schools when estimated by it.

The great work already accomplished by the aid of the state is fully acknowledged; but it is necessary that this work should continue to advance and be rendered more complete. The Minutes embodied in the Code of 1860 have caused an entire change in elementary education. Probably in the whole history of this country no such an amount of educational progress has ever been effected in the same time. The regulations of these Minutes have improved school buildings, fittings, and apparatus, and have so altered public opinion on these points that conditions which were at first thought preposterous are now regarded as indispensable. They have called into existence a large body of teachers trained for their special work, and have raised the market rate of the salaries of these teachers to a far greater extent than the official stipulations required. The moral effects of the system on the children are universally admitted. To those who are acquainted with the old style of school the improvement in religious teaching is no less marked. But these Minutes from the first were a fostering system adapted to the infancy but not to the full growth and advancement of education. That system has done its own introductory work at the proper time. The statements of results already given, while they mark great progress, also indicate that much remains to be effected. What is done in some schools ought approximately to be

accomplished in all. Every child who leaves school after a certain amount of attendance should be able to read fluently, to write fairly, if not well, and to work common sums in arithmetic. The per-centages of failure, small as they may seem, ought to grow less and less, if not to disappear altogether. But these deficiencies the old Code seemed unable to remedy. In practice the same grants were made to schools, whether they passed an excellent, good, fair, or pretty fair examination. It was mainly by an entry on the teacher's certificate and by a short report communicated in writing to the managers that a distinction was drawn between the excellent and moderate school. If the system had continued to be effective there should have been a constant progress from year to year. But, judging by results, I have not of late found this to be the case. Of 162 schools examined by me in the years 1861, 1862, I find that in 35 the per-centage of those who passed in reading was 100 and over 90; in 54, 90 and over 80; in 43, 80 and over 70; in 22, 70 and over 60; in 6, 60 and over 50; in 2, 50 and over 60: in arithmetic the per-centage of those who passed was in 17 schools 100 and over 90; in 37 90 and over 80; in 35, 80 and over 70; in 31, 70 and over 60; in 27, 50 and over 40; in 4, 40 and over 30; and in 3, 30 and over 20. There is an ominous general correspondence between these results and those obtained in the subsequent year, as if many schools were falling into a routine, and the old Code had reached its utmost limit of success.

A more searching, individual, and discriminating system was needed, which by the amount of money grant should draw a broad line of difference between the excellent and the moderate school. Some such measure as the recent change in your Lordships' Minutes was absolutely required to turn to the fullest account the valuable body of trained teachers by forcing the attention of all of them to the essentials of elementary education, and to individual children as well as to classes. And when this change, however modified in detail, is fairly and fully at work, those who have felt themselves most aggrieved by its introduction will be the first to experience the beneficial effects of a system which by payment for results stimulates, measures, and rewards the sound progress of elementary education.

Examination of Schools under the New Code.

In the counties of Northampton and Nottingham seven schools were examined by me under the Revised Code, with the following results:—

Name of School.	Number examined.	Per-centage passed.
Mansfield, St. John's, boys'	30	66·6
Walkeringham, mixed	32	66·4
Islip, mixed	33	62·4
Cossall, mixed	36	58·4
Keyworth, mixed	26	50
Elston, mixed	44	44·6
Mansfield, St. John's, girls'	18	40·7

The small per-centage of successful scholars is owing to the fact that these schools were examined for the first time for annual grants, and that in some of them the teachers had been very recently appointed.

In the Channel Islands 24 departments of schools were examined by me for Mr. Brookfield with the following results :—

Name of School.	Island.	Number examined.	Per-centage passed.
St. Peter Port, boys'	Guernsey	94	95
St. James', boys'	Jersey	122	91·5
British, boys'	Guernsey	60	88·8
St. Peter Port, infants'	„	57	88·8
St. Peter's, boys'	Jersey	21	88·8
St. Paul's, girls'	„	47	85·8
St. Owen's, Wesleyan, boys'	„	52	84·6
St. James', girls'	„	63	84·1
St. Owen's, Wesleyan, girls'	„	43	83·7
St. John's, girls'	Guernsey	79	82·7
St. Paul's, boys'	Jersey	85	80·3
St. John's, boys'	Guernsey	114	80·1
St. Marie du Catel, mixed	„	19	78·9
Wesleyan, mixed	Alderney	53	77·4
National, girls'	„	40	76·6
St. Helen's, National, girls'	Jersey	104	75·6
St. Peter's, girls'	„	12	75
St. Peter Port, girls'	Guernsey	105	73·9
St. Mark's, boys'	Jersey	79	72·1
National, boys'	Alderney	61	67·1
St. Mark's, girls'	Jersey	73	61·6
St. Mark's, infants'	„	20	60
St. Helen's, National, boys'	„	85	56·4
St. Saviour's, mixed	„	42	41·2

The general result of the examination of these 24 schools was, that of 1,529 children presented, 1,362, or 89 per cent., passed in reading ; 1,179, or 77 per cent., passed in writing ; and 1,053, or 68·8 per cent., passed in arithmetic.

465 of these children were presented in the first standard, 391 in the second, 315 in the third, 220 in the fourth, 95 in the fifth, and 43 in the sixth. In the first standard 68,

per cent. of those presented passed; in the second, 88·3; in the third, 80·6; in the fourth, 78·4; in the fifth, 82; and in the sixth, 81·3 per cent. It thus appears that most children passed in the second and fewest in the first standard, though there is no real difficulty in that standard if the little ones have been carefully prepared. The small number in the fifth and in the sixth standards is in part to be accounted for by the fact that several children who might have been presented in them were expected to remain one, two, or three years more at school. I am inclined to think that the utility and elasticity of the new system of examination would be much increased by the addition of a seventh standard. For this standard the reading of a newspaper or modern narrative might be required with due attention to punctuation, emphasis, and expression, and also the recitation of a certain number of lines of poetry, some composition, such as the writing of a letter of a given length with correct spelling and expression, and, in arithmetic, the working of sums in proportion and interest. It is a great pity that the rule of proportion, so practically useful, and hitherto taught with great success in elementary schools, should have been entirely omitted. It was included in the New Code as at first proposed. The requirement of the rules of interest would give point to many lessons on Economy, a subject just introduced into the Christmas examinations. A facility in calculating the results of small investments would tend to strengthen habits of saving and forethought without which there can be no great improvement in the material condition of the classes who support themselves by manual labour. Children before they leave school should be taught the practical use of writing and spelling. The power of writing a letter is much valued by working people * and is becoming every year more and more useful.

I have the honour to be, &c.

H. B. BARRY.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* Vol. iii. of Education Commissioners' Report, p. 95.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. B. J. BINNS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* SOUTH WALES.

MY LORDS, December 1863.

ON the 27th of February last I had the honour to receive official intimation of the changes consequent upon the instructions dated September 1862, together with an announcement that the six counties of South Wales were henceforward to constitute my district. It has fallen to my lot to inspect schools in detached portions of these counties at various periods, while acting as assistant to Her Majesty's inspector, the Rev. H. Longueville Jones. I have now for the first time made myself acquainted with the entire district, having visited and reported upon all the schools in receipt of annual grants which have been assigned to me, together with as many of those requiring only simple inspection as my time and other engagements admitted of.

Statistics of schools.

The chief particulars relating to these schools may be ascertained from the following table:—

Counties.	Schools.	Departments.	Certificated Teachers.	Pupil-Teachers.	Candidates.	Scholars present.
Brecon - -	19	22	19	11	8	1,308
Cardigan - -	14	15	12	18	3	1,221
Carmarthen -	31	36	27	21	23	2,579
Glamorgan -	48	74	61	94	30	7,525
Pembroke -	29	32	26	26	18	2,499
Radnor - -	7	8	5	1	—	323
Totals -	148	187	150	171	82	15,455

Three schools have been withdrawn from inspection, viz., Cwmamman, Llantwit, and St. Nicholas. Three others have lapsed into cases for simple inspection, viz., Llanbadarnfawr, Llanspythid, and Llanwonno, while the following new cases have been added to my list during the year, viz.:—

Cwmavon.	Marros.
Cwmtoyddwr.	Pennarth.
Felinfoel.	Pentrebach.
Llanboidy.	Swansea, St. Helen's.
Llowes.	Tycroes.

Rate of increase.

The rate of increase is fairly proportionate to that in other parts of the kingdom. Ten years ago I find, from the Tabulated Reports of 1853–54, the Rev. H. Longueville Jones inspected in South Wales exactly 54 schools; their

numbers have since then very nearly trebled. Many of these schools have been established within this period, but the greater proportion have been brought under inspection by the appointment of certificated teachers, for which they are mainly indebted to the Normal school at Carmarthen. Although the increase has been so far satisfactory, yet further efforts are urgently called for. (1.) There are wide tracts of country of which it may be reported that they are still unprovided with the means of education. These are to be found in the remoter and more mountainous portions of each county, where the residents are thinly scattered and, generally speaking, in humble circumstances. Wages in such localities are extremely low, subscriptions from absent proprietors scanty and precarious, and the inducements held out to teachers but small, and such as to render their retention a matter of some difficulty. Additional schools are greatly needed throughout these localities, and, in proportion to their extent and poverty, so is their claim for public sympathy and for liberal assistance.

Further efforts called for.

(2.) The extraordinary rapidity with which the population has increased in the mining districts and towns of Glamorganshire has caused the existing school accommodation in many places to become quite inadequate. By the census of 1861 there were found to be 326,254 persons resident within that county, and the increase during the preceding ten years was no less than 86,159. The consequence has been that in places where new schools have not been recently added, as at Aberdare, Cardiff, and Merthyr Tydvil, the existing ones have become inconveniently crowded, and further admissions to some extent impracticable. The managers of schools attached to iron or other works generally restrict their admissions to the children of persons in their own employment, so that others not so fortunate are left to avail themselves of whatever schooling may be within their reach. The schools at Cyfarthfa, Llanstadwell, Pyle, and Skewen are situated in populous neighbourhoods, but having been originally erected without parliamentary aid are of inferior construction, and afford but imperfect accommodation. New buildings have been recently completed at Clydach, Felinfoel, Llandaff, Swansea St. Helen's, and Ystradyfodwg, and others are either contemplated or in course of erection at Aberystwith, Knighton, St. Bride's Major, and Trecastle.

(3.) The schools of the district are for the most part mixed. Except in towns or in the neighbourhood of works, it has not been found practicable hitherto to support sepa-

rate schools for girls and infants. While Glamorganshire affords employment to 17 certificated mistresses in girls' schools and five in infant schools, the other counties together cannot show at present more than six girls' schools, three infant schools, and two others of a mixed character, under the charge of female teachers of this description. Such a state of things is to be the more regretted when early removals are becoming frequent, and when the peculiar advantages of such schools are taken into account. It is not always that the master of a mixed school, however conscientious he may be, is able to do full justice to the instruction of his younger scholars, and still less can he be expected to impart to the girls under his charge the demeanour and habits suitable to their sex.

Certificated teachers, and state of their schools.

Of the certificated teachers within the district I feel bound to speak generally in terms of commendation and approval. Their conduct as a body is good, and their industry and devotion to their calling highly meritorious. Out of the 187 separate departments I have inspected within the year, I consider 59 to be in a state of thorough efficiency, both as regards discipline and instruction; while 108 of the remainder, although capable of improvement as regards certain points, are yet fulfilling a useful purpose and exhibit features of encouragement. Not unfrequently they have special difficulties to contend with, which prevent their attaining the same efficiency or accomplishing the same results as others in more favoured localities. Amongst these are the prevalence of the Welsh language, poverty of resources, and irregularity of school attendance, causes which are represented as operating to the prejudice of educational advancement in this district. While fully acknowledging these difficulties, I am yet of opinion that much may be done by an earnest-minded teacher to meet and overcome them. The more the instruction of the school is improved, the more highly will it be valued, and the less will these difficulties be complained of.

Practical suggestions.

The first suggestion I would offer is, that increased attention be given to the lower classes of each school. The instruction in these classes may profitably undergo revision, and be adapted more fully to the capacities and requirements of the children who compose them. They should be carefully grounded in elementary religious knowledge, and that as much as possible by the head teacher himself. They should also be well practised in reading, both individually from books and simultaneously from sheets or cards. Good sized slates permanently ruled on one side for large hand should be supplied

to them, in order to ensure neatness and uniformity in their writing, and they should be accustomed to the setting down of figures and to easy mental calculations from the very first. When the youthful age of the great proportion of scholars, and the uncertain duration of their school attendance are considered, it will be seen how important it is that their wants should be attended to, and that elementary instruction should be of such a character as will most beneficially aid their progress in after life.

Again, the instruction of the more advanced scholars may also claim further attention from teachers. Whatever may be the tendency in the present day to lower the standard of education, or to limit it to that which is of bare necessity, still it cannot be considered wise to exclude altogether those subjects which in good schools have hitherto formed an essential part of their programme. English grammar is one of these, and its study in this district is one of prime importance. How teachers expect their scholars to learn English, so as to be able to speak and write correctly without it, is more than I am able to comprehend, while the number of cheap grammars that have been published of late years renders it easy for the latter to supply themselves with text books on the subject. By prescribing home tasks teachers will both cultivate the memory of their scholars as well as in a manner double the efficiency of the school. In the higher classes more frequent exercises upon paper will in future become necessary. The examinations in all standards above the third are now required to be carried on by means of written papers, and without much previous practice in this way the attempts are most frequently devoid of neatness and accuracy; even those, who are considered by their teachers to possess attainments beyond those of the particular standard in which they are presented, are in danger of failing as much from want of due preparation as from the nervousness and excitement incidental to such a trial of their abilities.

It is, however, in connexion with religious instruction that I am chiefly anxious to see further evidences of care and thoughtful attention on the part of teachers. Upon its tone and character the success of their efforts in promoting the moral improvement of their scholars will mainly depend. To be useful their lessons must be simple, earnest, and practical. Those portions of Holy Scripture which bear most upon the improvement of the daily life and conduct should be most frequently brought under notice, and dwelt upon; for which purpose the history and discourses of our Saviour will at once suggest themselves as the most suitable and

instructive. It is well to abstain as much as possible from lengthy observations during the course of the reading, in order that time may be reserved for oral questioning and direct personal application at the close. The practice of committing parables and other select portions of Scripture to memory is found to be attended with decided advantage, both in familiarizing scholars with the Word of God, and in rendering their answers more correct and intelligent. It is with pleasure that I record the growing conviction on the minds of the promoters of education within this district as to the importance of sound religious training for the children in attendance at their schools, and the anxiety they feel that it should be rendered as good and effective as possible.

Operation of the Revised Code.

The operation of the Revised Code has proved thus far serviceable to the cause of education in this portion of the principality. The attendance and progress of each child in school are more closely observed and more frequently brought under the notice of the managers. The examinations evidently excite a high degree of interest among the scholars, and serve to impress them with a greater sense of the importance of their work. They are anxious to acquit themselves to the best of their ability, and the results have been on the whole sufficiently encouraging. Whatever may be thought as to the stringency of the conditions in requiring the same attainments from Welsh children as from those in England, still it should be remembered that each standard is a minimum one, and is easily reached under ordinary circumstances. Where children are sent to school sufficiently early, and where proper attention has been paid to their instruction at the commencement, they learn to read with nearly the same facility in Wales as elsewhere. Serious difficulty is only felt in the case of those scholars whose education has been deferred to a later period, and who from their dislike to be placed in the lowest class of the school occasion much loss of time and much extra trouble to their teachers. As English is spoken throughout more than one half of this district, the difficulties arising out of the want of it are not so severely felt as in North Wales, and these difficulties will be still further lessened as intercourse spreads, and the influences at present in operation more widely develope themselves. So long as the mere ability to read an ordinary narrative selected from the books in daily use at the school alone is required, it is not too much to expect an average degree of proficiency, such as may reasonably be looked for as the result of the previous year's efforts on the part of the teacher. In writing and arith-

metic there is no reason why Welsh children should not be as forward as those elsewhere; and yet I have observed that failures more frequently occur in these subjects than in reading, especially among those placed in the two lowest standards, thus confirming what has been already said as to the necessity for more careful instruction in the rudiments.

Educational prospects.

Viewed then with candid and unbiassed feelings the prospects of education, as far as this district is concerned, appear sufficiently hopeful and encouraging. Existing schools are well filled, the spectacle of a half empty school-room being but rarely witnessed. Education is becoming more generally appreciated, and wherever the means of obtaining it are duly supplied the labouring population promptly avail themselves of them. Considerable sacrifices are willingly made to obtain good schooling, and school fees above the usual rate are in many cases cheerfully paid. Deductions from their wages, averaging from one penny to twopence in the pound sterling, are submitted to by the workmen in connexion with the various foundries and smelting establishments within the district. These deductions, along with your Lordships' grants, in many cases suffice for the ordinary school expenses, so that beyond the grant of the school-room and its furniture but little is called for from the proprietors as their contribution towards educating the children of those in their employment. The aggregate of these deductions, if it could be ascertained, would no doubt show a large total as the annual contribution of the working classes in these parts towards education, and is a sufficient indication of the value they place upon it. If scholars are removed at an early age from schools in the neighbourhood of works, yet it should be remembered that throughout Wales generally education is continued to a later period than in most other districts. The proportion of scholars in church schools within the principality, as appears by the tables appended to the Report of the Committee of Council for last year, of 11 years and upwards, was no less than 23·74 per cent., a higher return than can be shown from any district in England. In country schools it is not unusual to find youths of various ages, and in some cases even adults, pursuing their studies quietly and contentedly along with scholars who are far their juniors. The fame of a good school will attract them even from a considerable distance, especially where the master is able to impart a knowledge of book-keeping, mensuration, or navigation, so as to qualify them for some special calling or pursuit. There is reason

to expect that most scholars of this class will in future be provided for by means of evening schools, which are likely during the present year to be pretty generally established.

I have the honour to be, &c.

B. J. BINNS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. J. J. BLANDFORD, B.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* DERBY, LEICESTER, LINCOLN, NORTHAMPTON, NOTTINGHAM, *and* RUTLAND.

MY LORDS,

Re-arrangement of East Midland District.

I HAD the honour of receiving a communication from your Lordships' secretary in February 1863, in which I was informed that, "in pursuance of the intention of my Lords "announced to you in the instructions dated September "1862, 'to abolish the office of assistant inspectors, and to "'subdivide the districts in which they are employed,' I am "directed to state that your inspection of schools will be "confined to the geographical county of Derby, and such "parts of the following census districts as are comprised in "the geographical county of Leicester, viz., Nos. 410, 416, 414, 415, 418, 419, 420, 444, 427, 443."

The other counties which formed part of my district have been thus apportioned:—The remainder of the county of Leicester has been assigned to the Rev. H. M. Capel; the counties of Nottingham, Rutland, and Northampton to my former assistant, the Rev. H. B. Barry; and the county of Lincoln to a new inspector.

Under the Revised Code a re-arrangement of so large a district as the East Midland was clearly necessary, but it is natural for me to feel regret in ceasing to be connected with schools which I have inspected for so many years, and with whose managers I had been on very friendly terms. I take this opportunity of thanking them most heartily for the many kindnesses I have received from them, and of wishing them continued success in their schools.

Where employed during year.

From September 1862 to the 9th April 1863 I was engaged (amongst the performance of other duties) in inspecting schools in the counties of Derby, Northampton, Lincoln, and Nottingham. After that period my official connexion with the three last counties, and also with Rutlandshire, ceased, and subsequently I have been engaged in my new district, the northern part of Leicestershire and the whole of the county of Derby.

Plan for the inspection of schools in northern part of Leicestershire and in Derbyshire.

According to instructions received from your Lordships, I submitted the following plan for the inspection of those schools in my district to which annual grants are conditionally payable.

Names of schools to which annual grants are conditionally due, and time of their inspection.

North Leicestershire and Derbyshire.

January.

Knipton.	Harby.	Ashfordby.
Barkestone.	Bottesford.	

February.

Melton.	Barkby.	Sileby.
Syston.	Birstall.	Barrow on Soar.
Queniborough.	Belgrave.	Wymeswold.
Twyford.	Humberstone.	Waltham le Wold.
Thurmaston.	Glen, Great.	Edmonthorpe.

March.

Loughborough.	Whitwick.	Hugglescote.
Kegworth.	Alvaston and Boulton.	Measham.
Castle Donnington.	Aston-on-Trent.	Quorndon.
Long Whatton.	Moira.	Woodhouse Eaves.
Hathern.	Breedon-on-the-Hill.	Coalville.
Sheepshead.		

April.

Ashby de la Zouch.	Swadlincote.	Shirley.
Swannington.	Melbourne.	Yeaveley.
Stapenhill.	Scropton.	Clifton.
Newhall.	Shipley and Cotmanhay.	Osmaston.
Lullington.	Ashburne.	Parwich.
Duffield.		

May.

Charlesworth.	Hayfield.	Middleton by Wirksworth.
Whitfield.	Chapel en le Frith.	Wirksworth.
Edale.	Tideswell.	Ockbrook.
Castleton.	Eyam.	Crich.
Hope.	Brailsford.	Bamford.
Hathersage.	Longford.	
Newmills.	Stanton by Dale.	

June.

Brackenfield.	Ashover Hill.	Belper.
Bakewell.	Claycross.	Horsley.
Ashford.	Staveley National.	Draycott and Wilne.
Edensor.	„ Works.	Ripley.
South Darley.	Tibshelf.	Codnor.
Matlock Bath.	Heage.	Woodthorpe.
Bonsall.	Heanor.	Allestree.
Brassington.		

July.

Derby Diocesan Practising S.	Derby St. Alkmund's.	Derby St. Paul's.
„ Holy Trinity.	„ Christ Church.	„ Traffic Street
„ All Saints.	„ Bag Lane.	„ Devonshire Street.
„ Curzon Street.	„ Siddall's Lane.	

August.

Derby St. Michael's.	Norton Greenhills.	Newbold.
Chesterfield Victoria.	Grassmore in Hasland.	Beighton and Hackenthorpe.
„ National.	Normanton.	
Brampton St. Thomas.		

November.

Codnor and Loscoe.	Smalley.	Whitwell.
Doveridge.	Spondon.	Alfreton.
Little Eaton.	Stainsby.	Alkmonton.
Ilkeston.	Long Eaton.	Hulland.
Ironville.	Sawley.	Heath.
Riddings.	Sudbury.	Swannick.

The schools in Leicestershire, with one or two exceptions, will be examined in January, February, and March, those in Derbyshire in the months of April, May, June, July, August, and November. During September and October the schools are for the most part closed or thinly attended; I purpose, with your Lordships' concurrence, to take my vacation at that time, and, to draw up, when required, my annual Report.

In fixing the date at which the foregoing schools are to be examined I have endeavoured to appoint a time at which they are most likely to be well attended, and otherwise favourably circumstanced for examination; I have reason for believing that the managers are generally satisfied with the alterations I have made.

Simple inspection cases.

The following is a list of cases of simple inspection, that is, of schools in my district to which annual grants are not due, but which are liable to inspection from having had grants from your Lordships towards the building, or from the invitation of the managers.

DERBYSHIRE.

Baslow.*	Clown.*	Repton.*
Biggin St. Thomas.	Dore.	Ridgeway.*
Borrowash.*	Hasland Hall.*	Shirebrook.
Boylestone.	Holbrooke.*	Swannick.*
Bradwell.*	Langley Kirk.	Tissington.*
Breaston.	Littleover.	Turnditch.
Brimington.	Morley.	Wessington.
Broughton.*	Norbury.*	Wormhill.*
Buxton.*	Pentrich.*	

LEICESTERSHIRE.

Belton.	Heather.	Scalford.
Blackfordby.	Hose.	Seagrave.*
Branston.	Prestwold.*	Stonesby.
Buckminster.	Queniborough.	Swepstone.
Croxton Keyrial.	Redmile.	Thringstone.
Dalby, Great.*	Rearsby.*	Woodhouse.*
Diseworth.	Rothley.	Wymondham.
Frisby on the Wreak.		

The managers of those schools the names of which in the foregoing list are marked with an asterisk have invited inspection. It can therefore be at any time declined. Grants towards the purchase of books were made in 1854 to the

schools at Redmile and Stonesby; and as more than seven years have elapsed since the payment of the grants, those schools are not liable to inspection unless the managers desire it.

Number of schools in district liable to inspection.

It appears, therefore, that there are in my new district 178 schools liable to inspection; that of these, 130 have annual grants conditionally payable to them, and are therefore under certificated or registered teachers; the remainder, consisting of 48 schools, being conducted by uncertificated teachers. But I have no hesitation in stating that the managers of the greater part of the latter class of schools could raise, with a little extra exertion, a sufficient salary for the payment of certificated teachers, if they thought proper to appoint them.

Number of schools inspected.

The number of schools (that is, of institutions held in separate buildings and separately managed) that have been inspected is 174. Of these 91 are boys', 66 girls', 36 infants', 54 mixed, and 7 evening schools; making a total of 254 schoolrooms in which separate teachers are employed.

Number of children present at inspection.

There were present at the inspection of the day schools 13,525 boys, 11,737 girls; at the night schools 165 males, 174 females.

Average attendance.

The average attendance in the day schools for the year was 12,027 boys, 10,283 girls; in the night schools 194 males, 102 females.

Number of children for whom accommodation provided.

The number of children for whom accommodation is provided at eight square feet of superficial area is 37,242.

The two following tables show,—

NUMBER of CHILDREN on SCHOOL REGISTERS.

Tables showing collective ages of children, and length of time in school.

(1.) Aged.

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3,189	2,993	3,279	3,950	4,245	3,957	3,613	3,002	2,127	1,539	851	477

(2.) Who have been in the School *

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
10,528	5,715	4,485	2,986	1,781	1,462

* This return does *not* include infants.

The aggregate annual income of 168 schools,* as stated by the managers, amounts to 20,579*l.* 19*s.* 9*d.* Of this sum 1,032*l.* 12*s.* arises from endowment, 6,241*l.* 6*s.* 8*d.* from voluntary contributions, 8,233*l.* 0*s.* 6*d.* from school pence, 2,149*l.* 6*s.* 2*d.* from capitation grants, and 2,923*l.* 14*s.* 5*d.* from other sources. Annual income and expenditure of 168 schools.

The total expenditure of these 168 schools amounts to 21,331*l.* 2*s.* 8*d.*; of this sum 14,833*l.* 17*s.* 11*d.* was paid in salaries, 1,167*l.* 17*s.* 7*d.* for books and apparatus, 5,329*l.* 7*s.* 2*d.* for miscellaneous items of expenditure. The average income per scholar in attendance is 18*s.* 9*d.*; the average expenditure per scholar in attendance is 19*s.* 5*d.* Average income and expenditure per scholar.

The number of certificated teachers is 235; of apprentices, 333; of assistant teachers, 5. Number of certificated teachers, apprentices, and assistant teachers.

The greater part of the schools that I have inspected during the past year have been examined according to the old system. Thirty-five only came under the operation of the Revised Code; my experience therefore of its working is limited, and it would be premature at present to express an opinion as to the manner in which the schools may be affected by it; but it will be useful to give a general account of the methods I have adopted in their examination, and of some of the results of it. The Revised Code. Number of schools inspected under it. Methods of examination.

In the individual examination it is not only desirable that the children who are in the same standard should sit together, but it is of equal importance that the order of sitting on the day of examination should exactly correspond with the order in which, in reference to their standards, the names of the children are entered on the schedule; thus if the names A, B, C, . . . P, are entered under Standard I., the children who bear those names ought to sit during the examination according to the order in which their names are written on the schedule, and the same rule should be observed in reference to the order of sitting in the other standards. The increased facility which is thus given to the examiner in marking the reading, writing, and arithmetic, the saving of time, and the extent to which by means of this arrangement quietness and order can be enforced, are results the value of which can scarcely be exaggerated, for it is impossible to conduct properly an individual Importance of quietness during the examination.

* The number of schools inspected during the year was 174, but from 6 of them no sufficient returns of income and expenditure have been received. The number of children in average attendance to which the above items of income and expenditure relate is 21,952.

examination of the kind required by the Revised Code unless there is absolute silence during the whole time, nor have I had much difficulty in securing it. The chief hindrance has been, not from the children themselves, but almost invariably from the inconsiderate behaviour of the managers or visitors, who frequently make their appearance in the middle of the examination, begin to talk to each other or to the teachers, and thus distracting the attention of the children make them at once restless, inattentive, and noisy. I have on more than one occasion been engaged in examining schools where a maximum of stillness was prevailing, the whole number of the children being thoroughly occupied and interested in their work, and everything progressing quietly and favourably, when the charm has been at once dissolved by persons entering the room and acting in the manner above described.

Caution as to copying.

Before commencing the examination a strong caution has been given in reference to copying; it has been explained to all present that the name of any child detected in giving or receiving assistance will at once be struck from the schedule, and that consequently the whole of the money that might have been gained for the school by that child will be lost. In order to prevent copying and to lessen the temptation to it, I have had the sums intended to be given to the children who are presented for examination in the sixth, fifth, and fourth standards printed on cards; each child has a card with three sums upon it, but no children who are sitting side by side have the same card. It is right to state that instances of copying even amongst the lower classes are rare, and I find upon inquiry that cautions on the subject have been repeatedly given by the managers and by the teachers.

Children upon the whole fairly classed.

I do not think that upon the whole, and in the majority of cases, the children have been otherwise than fairly arranged in the respective standards for examination, due allowance being made for errors committed in classification at a first examination under the Revised Code, but certainly the teachers are not chargeable with aspiring too high. I have explained to the managers that whilst some allowance on this point may fairly be made at the first examination of a school under the Revised Code, they are not to expect it will be made at subsequent inspections.

Failures in examination, and the cause of some of them.

The principal failures occur in the lower part of the school, and especially amongst the children who are placed in Standard I., and yet the subjects in which they are examined

are so simple and definite that in reality there ought to be fewer failures in this standard than in the others. The reason of these failures is obvious—the teachers, although they undoubtedly pay more attention than formerly to the lower classes, do not bestow upon them that daily care and attention which are given to the upper part of the school; in some cases, where the average attendance does not necessitate the apprenticeship of pupil-teachers, monitors have been appointed for the lower classes, and the principal teachers have confined themselves almost exclusively to the first and second classes. The sure and certain consequences of thus conducting a school must be the partial failure at least of the children who are presented for examination in Standard I. As a simple matter of expediency, putting aside higher considerations, it would amply repay the principal teachers to work *systematically* in the lower part of the school, for having well grounded their scholars in the subjects in which they are required to pass in the lower standards, they would not find much difficulty in preparing them to pass successfully in the upper. It is seldom that the children are presented for examination higher than in Standard IV.; occasionally a few are placed in V. and VI.; more failures in arithmetic occur in the former standard than in the latter; the reason is, that the tables of weights and measures are seldom thoroughly and accurately learned.

Teachers do not work systematically in the lower classes.

Children seldom presented in a high standard.

The following tables, which show the passes on examination and attendance under the Revised Code, are calculated for 35 schools.

General results of examination under Revised Code.

PASSES on EXAMINATION and ATTENDANCE under Revised Code.

Day Schools.

(A.)

Number presented for Examination, and fulfilling Articles 40–47.				Passes on Examination.						On Attendance only.			Amount granted under Revised Code.
Boys or Mixed under Master.	Girls or Mixed under Mistress.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Article 4.	Passes for Payment.	Infants under Six.	Passes deducted not fulfilling Article 4.	Passes for Payment.	
1,600	987	36	3,623	1,853	2,197	1,487	5,537	311	5,226	730	15	715	£ 1620 s. 18 d. 6

Evening Schools.

(B.)

Number presented for Examination and fulfilling Articles 40–47.			Passes on Examination.						Amount granted under Revised Code.
Male.	Female.	Total.	Reading.	Writing.	Arithmetic.	Total.	Passes deducted not fulfilling Article 4.	Passes for Payment.	
									£ s. d
26	160	186	157	148	131	436	—	436	55 6 8

Grants under Revised Code.

The grant on account of day schools was made up in the following manner:—

	£	s.	d.
Grant on examination	675	9	3
„ average attendance	748	0	8
„ infants under six	203	13	10
Additional grant (Article 54)	11	9	2
	1,638	12	11
Deductions Article 52*a* £12 16 5			
„ „ 52*b* 5 0 0			
	17	16	5
Net amount paid	£1,620	16	6

The average attendance in the day schools was 4,036; but the grant on these children must not be reckoned at 4*s.* for each child, as it was in some cases for a portion of the year only.

To judge of the success of the schools that have been examined under the Revised Code, the total number (2,623) presented for examination may be compared with the several numbers under reading, writing, and arithmetic in Table A, or three times 2,623 may be compared with the sum of the numbers (5,537) under reading, writing, and arithmetic.

In my next report I shall possess fuller details, and have had greater experience in the working of the Revised Code than is the case at present. I hope, therefore, to be able to give your Lordships a more extended account of the effect it is producing on the schools in my district with which I am officially connected.

Prize Scheme.

Prize scheme.

The seventh examination for the prizes given by the Coal and Ironmasters' Association amongst the mining districts of Derbyshire, Leicestershire, and Nottinghamshire, was held in the Holy Trinity School, Derby, on the 4th July 1863,

155 candidates (107 males, 48 females) presented themselves for examination; of these, 83 (61 boys, 22 girls) were successful.

83*l.* in 1*l.* prizes were awarded to the successful candidates from the following schools:—

Name of School.	Amount of Prizes.	Number of Candidates.		Successful Candidates.	
		Boys.	Girls.	Boys.	Girls.
	£				
Alfreton	2	4	—	2	—
Clay Cross Company's School	9	8	9	2	7
Coalville and Snibstone N.S.	2	3	1	2	—
Coalville B.S.	4	6	—	4	—
Codnor and Loscoe	4	8	—	4	—
Cossall	1	1	2	1	—
Eastwood	15	17	4	13	2
Heage	—	—	1	—	—
Heanor	1	—	1	—	1
Hugglescote and Donnington	2	2	—	2	—
Ibstock British School	1	1	2	—	1
Ilkeston	4	3	5	1	3
Ironville	10	11	5	8	2
Measham	4	4	—	4	—
Riddings	1	5	—	1	—
Ripley	6	10	5	4	2
Selston	6	11	2	6	—
Shipley and Cotmanhay	6	5	8	3	3
Smalley	1	1	—	1	—
Trowell	—	—	2	—	—
Whitwick	4	4	1	3	1
Wingerworth	—	3	—	—	—
Totals	83	107	48	61	22

The reading of the candidates was very fair, but few obtained high marks. The general character of the writing was good; the letters were rounded and well formed. The spelling was moderate, with the exception of that of those candidates who on previous occasions had gained prizes.

The attainments in arithmetic were moderately fair; there was inaccuracy in the working of the sums, and scarcely any attempts were made to answer an easy question as to the principle involved in doing an easy sum in subtraction.

The papers of four candidates were marked "good" in grammar, and six had the same mark in geography. Few of the candidates seem to have been accustomed to do any portion of their ordinary school work on *paper* as well as on their slates.

The needlework was generally well done.

The annexed table contains a summary of the number of candidates, the number of those who were successful, and the amount of the prizes distributed from the date (1857) of the first examination to that of the last in the year 1863.

Year.	Number of Candidates.	Number of successful Candidates.	Amount of Prizes.
			£ s. d.
1857	70	48	83 0 0
1858	63	46	71 10 0
1859	100	74	94 0 0
1860	99	71	106 0 0
1861	129	96	112 0 0
1862	167	101	86 0 0
1863	155	83	83 0 0
Totals	783	519	635 10 0

In order to encourage those who had left school to keep up and extend their knowledge, to show them the value of a good character, and to teach them habits of economy, it was determined, according to a rule of the association, to offer in 1863 one prize of 5*l.* to male, and another of 4*l.* to female candidates, who could pass a satisfactory examination in some one or two books of which notice had been given in 1862. The conditions of the examination were as follows:—

1. That the competitors had gained one of the preceding prizes.
2. That they are employed in connexion with the works of some member of the association.
3. That their character is good.
4. That they are turned 14 and are under 18 years of age.

The female candidates were also required to cut out and make some part of a dress.

Only five candidates (three males, two females) presented themselves for examination. The book in which the male candidates were examined was Paley's "Horæ Paulinæ;" the females in Mrs. Bray's "Physiology for Schools," and in Miss Nightingale's "Notes on Nursing."

It is to be regretted that so few candidates presented themselves, and the result of their examination was so unsatisfactory that I was unable to award the full prize to any of them

I have the honour to be, &c.

J. J. BLANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. A. T. BONNER, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CHESTER, LINCOLN, SALOP, STAFFORD, WARWICK, *and* WORCESTER.

MY LORDS, Coalbrookdale, Jan. 1864.

Number of schools inspected.

DURING the year ended August 31, 1863, I inspected 199 schools, containing 316 departments. The greater part of these schools are situated in the district formerly assigned to Mr. Norris, in the counties of Chester, Salop, and Stafford. In the autumn of 1862 I inspected some schools in Warwickshire and Worcestershire for Mr. Bellairs, and I spent March 1863 in assisting Mr. Blandford, in Lincolnshire. Since the the month of March I have been engaged exclusively in that part of Mr. Norris' old district, which has now been assigned to me, Shropshire and the south-west of Staffordshire; and I have examined the schools invariably in accordance with the standards of the Revised Code, retaining in almost every case statistics of the result of the examination. The numbers thus obtained may serve as a standard by which to measure the future advance or decline of education in my district.

Feeling with which the Revised Code is regarded.

The hostility which was aroused by the Revised Code at its first appearance has subsided rapidly. It was not unusual to hear at first that schools would necessarily be closed, or at least turned into adventure schools, no longer taught by certificated teachers, or claiming annual grants. I do not know an instance in which either of these evil results has followed. Several times last autumn I was asked by managers of schools to go over their accounts with them, and to aid by suggestion in re-arranging their schools to suit the altered system of grants. I found occasionally that the necessity of paying pupil-teachers in their later years of apprenticeship deprived the teacher of all hope of getting any share of the grant in lieu of his augmentation; but there was not an instance, I think, in which, in a year or two at latest, a re-organization of the school staff, or a slight increase of the school fees, or the opening of a night school, would not enable the managers to carry on the school as efficiently as ever.

Advantages of Revised Code in stimulating industry.

Some active managers of large schools regard the change as very beneficial, not because it will give them a larger grant than they have heretofore received, but because they

find that it gives the teacher a stimulus to exertion, which will be fruitful of excellent results.

The augmentation of the masters has become for the first time really conditional. In theory it was so always; but in practice, since the sum was either wholly given or wholly refused, the withholding it (*i.e.*, a third part of the master's income) was too heavy a penalty to be inflicted, except in extreme cases. The grant now does always augment the teacher's income, but in strict proportion to his success, which again is almost universally found to be in strict proportion to his industry.

And as managers seem now to regard the change with less apprehension than at first, so also do the teachers. I do not know of any teacher in my district who has left the profession in consequence of the alteration in the system of grants.

Decline in the number of pupil-teachers.

The only active symptom of decline is the unwillingness of pupil-teachers to continue their profession. Some have had their indentures cancelled. Several of those who will complete their apprenticeship at Christmas do not intend to seek admission to a Normal school, and the number passed for admission does not equal the number of those whose service has expired.

I have in the schedules of the Lord President's decision on the schools inspected from April to August, the names of 148 pupil-teachers (not quite half the total number apprenticed in my district). Of these

108 continue in service,
26 will leave at Christmas,
3 failed in their examination,
7 have withdrawn,
1 has been dismissed for misconduct,
3 have retired in consequence of ill health.

148

25 candidates have passed for admission, so that there will be 133 in service next year, in place of 148 this year.

I have not been in the habit of making a memorandum when I have heard that an apprentice does not intend to continue his profession after the expiration of his term of service, but that is the usual answer to my inquiry.

Number of examined pupil-teachers leaving the profession.

Before this report is forwarded to your Lordships my expectation will have been proved true or false, but I have little doubt that fully half of the 26 (of the male pupil-teachers two thirds) will leave the profession at Christmas.

Probable cause, the difficulties of finding

Doubtless this determination is owing in many cases to the uncertainty attending an actual state of transition from

one system to another. More frequently, I think, it is owing to the difficulty of finding employment at the conclusion of the two years of training. I anticipate the lessening of this difficulty year by year. Owing to the establishment of night schools, which must be taught by skilful teachers, if they are to be successful, it is becoming more and more common to employ a second certificated teacher in place of pupil-teachers. The increase in the number of places and the decrease in the number of candidates will every year bring demand and supply nearer to an equilibrium, and then, with the surer prospect of employment, the reluctance to enter the profession will vanish, and training and school work will be, as heretofore, the natural end of apprenticeship.

Employment at the end of their training.

In the table of pupil-teachers given above, three are entered as rejected, in consequence of failure to pass the required examination. Two of these were in their fifth year of apprenticeship. Independently of the loss of stipend, it is a serious thing for a young person at 19 years of age to be excluded from the occupation for which he has been so long preparing, by failure either in his yearly examination or in the competition for admission to a Normal school. I think that in order to lessen this evil it would be wise to judge the papers severely at the end of the third year, and to reject then all who are not likely to be successful at last. It would not be so disappointing to the pupil-teachers, nor so difficult for them to betake themselves to another line of life if their failure were declared early in their apprenticeship.

Advisability of a stricter examination at the end of the third year.

I propose to act on this rule, if I have your Lordships' sanction, and to reject at the end of the third year those apprentices who are not likely to succeed in gaining a certificate at last.

There is one point in the relation of master and apprentice to which I must advert. While the hour and a half of daily instruction is, in the main, carefully and conscientiously given, the apprentice too often is looked upon as an assistant teacher in the school-room, instead of a pupil who is to be instructed in the art of teaching. It would be in the end a great saving of time if the master spent part of every day in seeing his pupil teach, in showing him the best methods of managing a class, and in giving a lesson himself with the pupil standing by to listen and learn. There is no part of the apprentices' work which I have so rarely marked "good" as their teaching.

Pupil-teachers not sufficiently instructed in the art of teaching.

Condition of Schools.

I have said already that from April to August inclusive I examined all schools as the Revised Code prescribes. The results which I have preserved may serve as the last record of the working of the old code, and as a standard by which to test the working of the new system, to show whether the stimulus it supplies will aid or retard the progress of education.

Proportion of children passing the examination prescribed by the Revised Code.

In the four months I marked 4,474 children, not including infants, of whom—

3,516 or 78·5 per cent. passed in reading.
2,826 or 63·1 per cent. „ writing and spelling.
2,318 or 51·8 per cent. „ arithmetic.

The number of those who passed in reading may be called very fair, in writing pretty fair, in arithmetic moderate.

This year's examination a measure of progress for the future.

The arrangement of the children in the respective standards, moreover, was well adapted for testing the influence of the New Code; for although no payment was depending on the personal examination of the children, except in seven schools, the children were, nevertheless, presented in low standards. Had the reverse been the case the proportion of failures would have been higher, and next year would have shown great apparent progress; for the risk of loss will of course prevent managers from presenting children in a higher standard than they are fairly bound to do. But now, since the children were tested by an easy examination, if the per-centage of those who pass rises considerably, a great part of the progress made may fairly be attributed to the stimulus of the Revised Code.

In some cases I have a record only of the total number examined in a school and the total number passed without division into standards.

Table of numbers passed in each standard.

I have fuller statistics of the examination of rather more than half, *i.e.* of 2,378 children.

The following tables show the numbers presented and passed in each standard out of this total of 2,378.

Group.	Number presented.	Passed in Reading.	Writing.	Arithmetic.
1	768	426	340	220
2	634	499	529	355
3	455	407	314	290
4	362	345	224	265
5	138	125	91	119
6	21	19	17	18
	2,378	1,821	1,515	1,207

or, reduced to per-centages— Table of per-centages.

Group.	Number presented.	Passed in Reading.	Writing.	Arithmetic.
1	32·3	55·4	44·2	28·6
2	26·6	78·7	83·4	56·0
3	19·2	89·4	69·0	63.7
4	15·2	95·3	61·8	73·2
5	5·8	90·5	65·9	86·2
6	0·9	90·5	80·9	85·7
	100·0			

These figures show that the failures in reading are few except in the lowest standard. Nevertheless I do not think that the reading is so good as it should be. Fluency is common enough, but it is not common to find children who read a piece with expression and just perception of its meaning. And this arises mainly, I think, from the method of instruction. Reading is rarely *taught*, it is merely *practised*. The teacher hears the children read, correcting, of course, mispronunciation and gross mistakes; and this is called giving a reading lesson. In those schools, in which the children read best, they are not allowed to read at all, until the teacher has read the passage to them, pointing out the words that need emphasis, and the changes of tone requisite for duly conveying the spirit of the piece, and the manner in which inattention to stops, or laying stress on a wrong word, or failing to inflect the voice rightly may alter the whole meaning of a sentence. Reading not always skilfully taught.

The teacher's aim should be this, that at the end of the lesson every child in his class should be able to read any sentence in the page or two which has formed the subject of the lesson, with spirit and intelligence.

The proportion of failures in spelling is far greater than in reading. The table given above shows that the per-centage of failure in the second standard, in which neat writing only, and not spelling, is required, is 16·8, but in the third standard, in which easy words must be spelt accurately, the per-centage of failure springs up to 31 per cent., and in the fourth standard to 38 per cent. This large proportion of failures is due in great measure, I think, to the system of teaching spelling by dictation. Spelling.

Dictation is adapted for testing, not for teaching accuracy of spelling. As a mode of teaching it seems to me to be absolutely worse than nothing, for instead of correcting the Transcribing a better method of learning to spell than dictation.

mistakes of the children, it confirms them. Spelling is a matter of the eye, rather than of the memory; and by making errors in their dictation the children become accustomed to the appearance of the misspelt word. I remember a school in which the spelling was very bad when I first examined it. The boy who made fewest mistakes made 13 in a few lines of prose. The master then compelled every boy to bring on his slate in the morning a passage copied at home from any book, or magazine, or newspaper. In a year it was comparatively a rare thing to find a mistake in an exercise of the first class.

Arithmetic.

Not very far short of half the number examined failed in arithmetic; although I required that one sum only out of three should be done correctly, if the principle of the others was understood. Many failures were owing to the inability of the children to set down correctly the figures dictated; and a very large proportion of the errors in working were of a character which betokened great want of thoughtfulness in the children; for the answers were often not merely inaccurate by a figure or two, but glaringly impossible; so that the most hasty comparison of the answer with the original question could not have failed to show that there was error somewhere, and so to suggest a re-examination of the working. Teachers should always direct their scholars to apply the test of likelihood to the answers they give. For example, I have not unfrequently been told that if one ton costs 24 shillings, 17 cwt. will cost 20*l.* 8*s.* The children do not seem conscious of the absurdity of making part of a ton cost 17 times as much as the whole ton.

Notation inaccurate.

Want of thought shown too often in the working of sums.

The great art of teaching consists in using the lessons as means of awakening the intelligence and strengthening the mental powers of the children. The power of applying a rule is far higher than the mere mechanical ability to multiply and divide correctly; and the frequency of such blunders ought to suggest at once to an intelligent teacher the weak point of his work.

Is the want of thoughtfulness owing to the need of higher subjects?

It is common to attribute this want of intelligence to the slight amount of instruction in the higher subjects of school-work,—grammar, greography, and history, and to look forward with apprehension to the working of the Revised Code, lest making the payment of schools depend solely on the reading, writing, and arithmetic, should issue in restricting still further, if not altogether abolishing, instruction in the higher subjects, and thus in reducing the standard of intelligence.

In this fear I share but slightly, for it is impossible to

have a better instrument for awakening and training a boy's intellectual powers than arithmetic properly taught; and if a teacher fails to use this instrument rightly, he would not succeed better with grammar or geography. In a school in which I found many arithmetical blunders of the class I have mentioned, I should probably find grammar, if taught at all, an utter failure; and I should not expect to receive any answers in geography or history to questions out of the common groove. I might find proof of the goodness of the boys' memory, not of their intelligence.

Grammar may be neglected without injury.

Of the three higher subjects I could see without regret the general exclusion of grammar from our national schools, I do not know any school in which it is of practical benefit; for it is rarely carried high enough to be valuable either as a mental exercise, or as a help to accuracy of speaking and writing. Geography and history I should very much regret. They do enlarge the circle of a boy's ideas, and it would be a shame that an English lad should know nothing of the world in which he lives, or the nation to which he belongs. And it certainly will be bad policy on the part of teachers to exclude these subjects, for they are taught now mainly in reading lessons, with a special lesson occasionally. A small sacrifice of time for this special instruction would suffice to keep up a fair general knowledge of geography and history; and this slight sacrifice would be far more than compensated by the additional interest which would be given to the reading lessons, and would render the task of teaching the children to read with expression far easier and more successful.

Not so geography and history.

Village schools in Shropshire not inferior to town schools.

I have two more remarks to make on the numbers given above. It is commonly thought that town children pass a better examination than village children. I find that of the 4,474 children 1,148 belonged to town schools, and 3,326 to village schools. Of the 1,148, 868, or 74·7 per cent., passed in reading; 728, or 63·4 per cent., in writing; and 594, or 51·7 per cent., in arithmetic. Of the 3,326, 2,648, or 79·6 per cent., passed in reading; 2,098, or 63 per cent., in writing; and 1,724, or 51·8 per cent., in arithmetic. The reading of the village children appears thus to be a little in advance of the town children; while the writing and arithmetic are curiously alike, the integer being the same in both cases, the decimal being in favour of the towns in writing, and of the villages in arithmetic.

Instance of the influence of the Revised Code.

The lowest group supplies an interesting proof of the stimulus of the Revised Code. Among the 768 children examined in Standard I. the per-centage of failures was

55·8. It is now (December) not uncommon to find every child in the lowest group able to write well enough to pass.

Knowledge of Holy Scripture very fair among elder children.

There are but few schools in which the elder children have not a very fair knowledge of Holy Scripture. In some schools the teachers deserve very great credit for the substance, the methods, and the results of their lessons. Generally, however, I do not find the lower classes so well advanced in proportion to their age; and I notice two faults which need specially to be guarded against, and which, though by no means universal, are yet so common as to call for some remark.

Two points require special care; 1. Reverence.

One is the teacher's allowance of a careless manner in himself or his class. It is hardly needful to say that this perverts the whole object of religious instruction. Just as in the old story of the contest between the two painters, the curtain was the picture—what seemed the covering was really the substance—so one may almost say of religious instruction—the manner is the lesson. It is far more important to teach children to be reverent and devout than to give them a knowledge of the facts, even the most sacred facts, of Scripture history. It is hard to imagine a greater contradiction than, for example, giving a lesson on the third commandment in a sharp tone to a class of inattentive children.

2. Accuracy.

The second fault is one that has often been mentioned in the reports by Her Majesty's inspectors to your Lordships, and it is still so very general as to call for constant attention and warning. I mean the being satisfied with the repetition of a text or a commandment, if it sounds right, without taking pains to ascertain that the words are really used intelligently. It is rare to find even a second class able to write the Creed or the Lord's Prayer not only without mistakes of spelling, but without blunders which make whole sentences absolutely meaningless. The use of the Lord's Prayer in the daily school devotions seems useless when children say "butter liverus from evle," for example. A teacher's first care should be to go through the familiar sentences, word by word, again and again, until such mistakes are impossible.

Number of night schools small, but increasing.

The number of night schools in my district at the beginning of 1863 was very small; I do not remember more than six in the whole of Shropshire. Three of these were attended by boys under the Mines Inspection Act. One at least is maintained chiefly for their sake. The amount of instruction which the boys receive at this school is greater than the Act requires, although it is not given at the times speci-

fied in cap. ii. I do not know any school at which boys attend under the Act during the day.

Since the Revised Code came into operation the number of night schools has increased considerably. Several managers have availed themselves of the permission to open a night school under the charge of the master of the day school, and have re-apprenticed their pupil-teachers on the terms of the New Code. Others have appointed a second master instead of filling up vacant apprenticeships. I have already remarked that a general adoption of this plan seems to be the best course, both for the proper instruction of the night scholars and for the establishment of an equilibrium between the number of situations and of trained teachers to fill them. I should not be sorry to see the employment of a second master made compulsory in all schools which meet three times a day and have an average attendance of 130 in the morning or afternoon; for although the master of a small day school may undertake the additional labour of a small night school without risk of injuring himself or failing to do justice to his scholars, I think it would tax a man's energy too severely to have the charge of 130 children, and undertake a large night school also.

Advisability of appointing a second master.

Should the appointment of a second master be compulsory in certain cases?

Among local efforts to increase the efficiency of national schools, the prize schemes of Staffordshire and Shropshire hold a high place. In both counties the examination and prizes have been extended to night schools, and very wisely, for the examination supplies a want which I always felt when I had the management of night schools, that is, a definite goal at which to aim, definite subjects to teach. The attainments of those who attend night schools are usually so unequal that it is hard to group them in classes. An examination which gives the scholars a common interest in one subject is a great help to the teacher.

Prize schemes extended to night schools.

These prize schemes have a very beneficial effect on day schools also. I have elsewhere adverted to the fear often expressed, that the Revised Code will banish the higher subjects from our schools.

Prize schemes help to keep up the teaching of higher subjects.

It is of course needful that a national system of education should prescribe a minimum, both of extent and accuracy of instruction. A standard must be set, to which at the least a school must attain to be counted worthy of recognition. And there is a fear lest teachers should be satisfied with reaching this minimum.

The prize schemes help to diminish this fear, by proposing rewards for attainment in these higher subjects; and they have now been established so long, and the fairness of the

award is so entirely trusted, that a good place on the class list is looked upon as a worthy object of ambition, both by teachers and scholars, and the success of a school in these examinations is regarded in the district as a proof of its efficiency, and so attracts scholars. Thus, in a neighbourhood where there is a choice of schools, the prize schemes exercise a real power, and I do not doubt that they will do much towards supplementing the defects necessarily attaching to a minimum standard of attainment.

This effect of the prize schemes, which has become the most important of all, was not the one originally contemplated.

Original intention of prize schemes to keep children longer at school.

Their design was to offer an inducement to parents to keep their children at school longer than was—unfortunately I may say, than is—the custom in districts where there is a demand for children's labour. The supporters of the Salop prize scheme lamented at their last meeting that one of the rules of the Revised Code opposes what they for the past few years have been striving to effect, *i.e.*, the longer continuance of the children of the working classes at school. A child becomes eligible for one of their prizes only after his 11th birthday, just as his claim to the parliamentary grant ceases, if he has gone regularly through the standards year by year. Parents are generally only too anxious to secure the additional help of a child's earnings; but if a *bonâ fide* working man (and no other can claim a grant at all) is willing to deny himself that help for the good of his child, I should be glad to see the grant continued. It would be claimed only too rarely; I know that it would give great satisfaction to the most liberal supporters of education in my district; and I trust that if any trifling alterations or relaxations of the new Code are found by experience to be advisable, this one may be among the number.

Should the grant be continued to children of working men so long as they remain at school.

I have the honour to be, &c.

ARTHUR T. BONNER.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. W. CAMPBELL, M.A., *on the* CHURCH *of* ENGLAND SCHOOLS *inspected by him in the* METROPOLITAN DISTRICT.

MY LORDS,

I HAVE the honour to lay before your Lordships my report upon the schools visited by me in the metropolitan district of inspection during the year ended August 31, 1863.

During that period I visited 78 institutions under separate management and held in separate buildings, embracing 170 schools under separate teachers, viz.:—

Boys	57
Girls	58
Infants	44
Mixed	9
Night	2
	170

The number of scholars present during examination was—

In day schools, boys	11,446	
,, girls	8,721	
		20,167
In night schools, males	72	
,, females	17	
		89
Total		20,256

The number of children returned as in average attendance in these schools is—

In day schools, boys	10,733	
,, girls	8,153	
		18,886
In night schools, males	72	
,, females	17	
		89
		18,975

The number for whom accommodation is provided, allowing eight square feet of superficial area per child, is 25,920.

The teachers employed in these schools amount to the following numbers:—

Certificated teachers	153
Pupil-teachers	274
Assistant ,,	17

The number of children on the school registers of different years of age is as follows :—

Under 4	2,214
Between 4 and 5	2,073
„ 5 and 6	2,507
„ 6 and 7	3,080
„ 7 and 8	3,682
„ 8 and 9	3,242
„ 9 and 10	3,199
„ 10 and 11	2,680
„ 11 and 12	1,958
„ 12 and 13	1,224
„ 13 and 14	504
Over 14	185

This and the following table are suggestive. The number of children who have been in the school—

Less than 1 year is	9,168
For 1 „	3,961
„ 2 „	2,192
„ 3 „	1,375
„ 4 „	787
„ 5 years and over	571

The following statements will show the balance of income and expenditure as far as 73* of the above-named 78 institutions are concerned :—

Income.

	£	s.	d.
From endowments	1,062	8	2
„ voluntary contributions	7,420	8	9
„ school pence	7,527	19	5
„ capitation grants	1,533	7	8
„ other sources	3,331	10	5
Total	20,839	14	5

Expenditure.

	£	s.	d.
Salaries	11,069	13	8
Books and apparatus	1,395	16	7
Miscellaneous	8,301	10	6
Total	20,767	0	9

The average income per scholar in attendance is 1*l.* 2*s.* 2*d.*; the average expenditure 1*l.* 2*s.* 1*d.*

Owing to the changes in organization and methods of teaching which the introduction of the new system required by your Lordships of testing and displaying the actual work done in schools aided by the parliamentary grants, it

* The number of schools inspected during the year was 78, but from five of them no sufficient returns of income and expenditure have been received.

is difficult to define accurately, and during so brief an interval, the general progress in schools such as those which have, for the purposes of inspection, been placed under my charge. If the time shall come for me to furnish another report of my year's work, I shall be more able to supply definite and useful information on the results of it; but at present all concerned in the work of elementary education with whom I have had anything to do, and it will be remembered that this has been almost entirely in the east of London, are feeling their way carefully, conscientiously, and seriously to maintain the connexion which has existed between your Lordships and them during so many years of struggle and anxiety. I say *seriously*, because I have reason to know that in most cases your Lordships' grants are to them the condition of vitality. It is therefore a very important matter that they should be able to urge as full a claim as possible to pecuniary assistance from the Committee of Council consistently with the independence of action which has never been interfered with by your Lordships' early or recent Minutes. This course I have in almost every instance seen pursued, and, while there has recently been an honest straightforward discussion as to the practicability, in reference to their own cases, of the regulations which your Lordships have thought proper to impose, there has existed, as it has appeared to me, a universal desire to carry out those regulations in as broad and co-operative a manner as possible. Hence I find the schools fairly classed, as far as my judgment can decide, under the various standards, and a careful sifting as to those children whose parents ought not, from their social position or pecuniary means, to require their education at the hands of the public.

With regard to the subjects of instruction, I find that they are naturally more strictly confined to those three which are called the "money-making" subjects, although the more far-seeing and sensible teachers are by no means excluding the higher teaching of geography, grammar and English history from a place, however subordinate, in their time-tables.

The point upon which there seems to be a very decided change in the schools of the eastern district is the character of the teaching power. Formerly the pupil-teacher staff was very numerous, but now it is being fast swept away. Candidates for election, especially males, are becoming every day more difficult to be obtained; in my last three collective examinations of pupil-teachers the number of boy

candidates were five, three, and two, and their place is being supplied by assistant teachers under Art. 91, (Revised Code,) or more generally by probationary certificated masters. The pupil-teachers who have served their time, both male and female, exhibit a repugnance to enter a normal school, or otherwise pursue the natural course of the profession in which they have spent several of the most important years of their lives; and in however great a degree this state of things may be considered as a relief, in the present generally acknowledged disproportion of *supply* to *demand* in the matter of teachers, the fact must bring, to those who look a few years forward, a foreboding of reaction which may be too truly realized.

With regard to books, fittings, and apparatus, I find that school committees are anxious, in so far as their means allow, to comply with your Lordships' requirements. Ventilation and roominess are aimed at as much as possible; but it is hard to attain these desirable requisites in the present densely populated state of East London; more than one school in the district, however, is prospering vigorously under a railway arch, or under the shadow of a huge brewery or gaswork.

There is great vitality in school work in the district in which I have been employed, and I believe that although there exists much anxiety as to the present transitional state of the schools under Government inspection in this district, and as to their prospects during the next few years, managers, supporters, and teachers are all desirous of doing what they can to inaugurate a state of things which shall be alike advantageous to the interests of the public and the cause of true and elevating education.

I have the honour to be, &c.

W. CAMPBELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. J. W. D. HERNAMAN, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* HEREFORD, MONMOUTH, *and* WORCESTER, *and in* SOUTH GLOUCESTERSHIRE.

MY LORDS, Hereford, December 1863.

DURING the year ending August 31, 1863, I have visited 148 institutions under separate management, containing 194 departments under separate teachers, and consisting of 32 boys', 35 girls', 25 infants', and 102 mixed schools.

The number of children present at inspection was 16,036.

The number of miles travelled was 6,555.

There were 153 certificated teachers, five assistant teachers, and 190 pupil-teachers employed in these schools.

As regards the general condition of the schools, they may be classed as follows :—

	Superior.	Ordinary.	Inferior.
	Per Cent.	Per Cent.	Per Cent.
Annual grant schools - -	27	66	
Simple inspection schools -	3	46	51

This result it will be seen bears convincing testimony to the advantages to be derived from the employment of certificated teachers and apprentices.

The following schools have been added to the annual grant and simple inspection lists during the year :—

Annual Grant Cases.	Simple Inspection Cases.
Bristol, St. Philip's. Do. do. Marsh. Do. St. James and St. Paul Infants'. Clent. Cwmbran. Ivington. Magor. Staunton. Stretton Sagwas. Llanellen.	Llandenny. Northwick. Two Mile Hill, Crew's Hole. Brimfield.

New schools have been erected at—

Brimfield.	Cwmbran.
Bristol, St. Philip's.	Hentland.
Do. do. Marsh.	Llanellen.
Bromyard.	

Hope, Upper Hill, Overbury, and Dodderhill have been withdrawn from inspection.

It is important to ascertain how the parishes which are provided with schools under inspection stand, as regards number and population, when compared with all the parishes in the district. The following table, compiled from the clergy list, supplies this information :—

	Total Number of Ecclesiastical Districts.*	Number of Ecclesiastical Districts with Schools under Inspection.	Proportion per Cent. of Number of Ecclesiastical Districts with Schools under Inspection to Total Number of such Districts.	Total Population of Counties.	Population of Ecclesiastical Districts provided with Schools under Inspection.	Proportion per Cent. of Numbers in last Column to total Population.
Hereford	186	63	34	123,659	64,802	52
Monmouth	117	35	30	174,670	97,302	56
Worcester	217	107	49	307,601	235,702	76
Gloucester †	94	54	57	182,757	146,571	79
Total	614	259	42·5	788,687	544,377	66

Thus it appears that upwards of 40 per cent. of the parishes in this district, representing 66 per cent. of the whole population, are provided with schools under inspection, and have received aid from your Lordships' grants.

This encouraging result shews how generally acceptable the minutes of the Committee of Council have been to the managers of schools in this neighbourhood, and shows also, how fallacious are the representations of those who affirm that the bulk of the people have not been benefited by the education grant.

Of the other parishes which have not yet availed themselves of your Lordships' help, 55 per cent. have less than 400 inhabitants. Most of these have been hitherto too poor and small to comply with the requirements of the Committee of Council; but their wants are provided for

* Two adjoining parishes under one head are counted as one ecclesiastical district.
† Deaneries of Bristol and Hawkesbury only.

by the new Code, according to which small rural schools under ex-pupil-teachers, who have been specially recommended by Her Majesty's inspector, are eligible for your Lordships' grants. This concession has been long looked for, and will prove a great boon to such parishes.

On behalf of the other parishes which have no Government aid, the same excuse cannot be pleaded for their being deprived of the advantage of it. Most of them are wealthy and populous, and few would experience any difficulty in satisfying your Lordships' requirements.

I subjoin a list of those which contain upwards of 1,000 inhabitants :—

Herefordshire.		Monmouthshire.		Worcestershire.		Gloucestershire.	
Bodenham	1,096	Aberystruth	8,000	Bredon	1,555	Bristol:	
Colwall	1,537	Bassaleg	2,169	Catshill	2,393	St. Barnabas	3,735
Fownhope	1,112	Beaufort	5,880	Dodderhill	2,141	St. Bartholomew	1,826
Hampton Bishop	1,047	Bedwas	1,019	Fladbury	1,514	Christ Ch.	1,149
Pembridge	1,500	Bedwelty	3,127	Chaddesley	1,457	St. Stephen	2,680
Ross	4,346	Caerleon	1,544	Langley	5,825	St. Thomas	1,276
		Christ Church	3,004	Hartlebury	2,115	Clifton:	
		Llanvihangel Llantarnan	1,301	Wolverley	1,451	Trinity	3,000
		Machen	2,709	Cookley	1,454	St. Paul	1,444
		Monmouth, St. Thomas	1,140	Yardley	3,354	Henbury	1,982
		Mynyddyslwyn	4,191	Malvern Wells	1,417	Kingswood	4,699
		Risca	2,744	Suckley	1,297	Coal Pit Heath	1,328
		Tredegar	20,318	Hanley Castle	1,175	Iron Acton	1,234
		Usk	2,112	Redmarley	1,265	Marshfield	1,742
				Barbourne	1,500	Warmley	2,016
				Ombersley	2,463		
				Worcester, St. Helen	1,484		
				Ribbesford	1,849		

If I were asked to state what I considered were the principal reasons why schools did not avail themselves of your Lordships' grants, I should say they were to be found in the indifference, the superficial information, and the prejudice of the managers. One manager, it may be, takes little or no interest in the state of his school, he seldom goes into it, and more rarely takes the trouble to ascertain whether the children are progressing or not. He does not, therefore, see the necessity of having a trained master and pupil-teachers in order to secure efficiency. Another manager has the slightest measure of acquaintance with the operations and requirements of the Committee of Council; he imagines it to be impossible to fulfil the conditions upon which a grant is allowed, and he exaggerates all the obstacles in the way of its accomplishment. A third thinks that his management will be interfered with, that his independence will be sacrified, or that he will not have full control over his teachers. These impediments to the work of the Committee of Council though still too frequently existing, are not nearly so

prevalent as used to be the case, and will, it is to be hoped, eventually disappear, when your Lordships' Minutes, and the objects which they have in view, are better understood, and, therefore, more fully appreciated.

A considerable part of school income should arise from school-pence. It is generally allowed that at least one-third, or ten shillings per child per annum, should accrue from this source. I am sorry to state, however, that generally in this district the amount under this head is much less than what I have named. A higher rate of payments has succeeded in several instances, at Abergavenny and Newport in Monmouthshire, and at Ashperton and Marcle in Herefordshire, for example, and I am convinced might be tried with advantage in many other places if the managers had sufficient courage to make the attempt, and to bear patiently with a slightly diminished attendance for a few weeks.

Through the kindness of the Dean of Hereford I have been favoured with the following remarks on school fees by Mr. With, the distinguished master of the Hereford Blue Coat School:—

Blue Coat Schools, Hereford, Oct. 19, 1863.

"These schools were entirely free until the year 1856, when the managers decided to admit a limited number of pupils at a fee of 10*s.* per quarter in the boys' school and 6*s.* per quarter in the girls' school.

"During the year ending June 24, 1857, only 21 pupils presented themselves at these rates of payment. The numbers rapidly increased, however, when the quality of the education given in these schools became known to the shopkeepers and well-to-do mechanics.

"Amongst the paying pupils, who were treated and taught in the same manner as the free scholars, not the slightest distinction being made between the two classes,—were three sons of a Wesleyan minister, two sons of an architect, three of a railway contractor, and many children of farmers, large shopkeepers, &c. The income from the paying class soon amounted to a considerable sum. In 1860 it was 45*l.* In 1861 it rose to 50*l.* For the year ending June 24, 1863, it was 66*l.*

"In August last, in consequence of the probable diminution of income under the Revised Code, the managers determined to open the schools to children of all classes on payment of fees, the amount to depend on the wages and the number of children in the family. The number of free pupils was limited to 40 boys and 30 girls.

"There are now in the school—

"Paying 10*s.* per quarter	- -	35 boys.
" 7*s.* "	- -	4 "
" 6*s.* "	- -	1 "
" 5*s.* "	- -	9 "
" 4*s.* "	- -	14 "
" 3*s.* "	- -	10 "
" 2*s.* 6*d.* "	- -	32 "
" 2*s.* "	- -	31 "
Free pupils	- -	26 "
Total		162 boys.

" Income at present from these fees, at the rate of 131*l.* per annum.

" The fees are payable quarterly in advance. It is almost impossible to enforce absolute punctuality in the payment in *advance*, that is payment on the *first Monday in every quarter*. Little or no difficulty is experienced in getting in the money some time during the quarter; time must be given where it is asked.

" The offer of weekly payments is refused in these schools in all cases; but in many schools circumstances render it necessary to allow payments by the week. Such payments should be at least 20 per cent. in advance of the quarterly payment. Thus a boy paying 3*s.* per quarter should be charged 4*d.* per week.

" If a school be doing its work well, little fear need be entertained of losing pupils in consequence of a graduated and increased rate of payments. The fact of charging a fee above the ordinary 1*d.* or 2*d.* per week, and the idea of *quarterly payment* will raise the estimation in which the schools are held by the parents.

" It will be found by practice that few parents will object to pay as far as their income will allow. Only five persons out of 240 parents objected to the payment of the fee asked by the managers; of these only one person withdrew a child upon the refusal of the committee to accept a lower rate of payment, and that one sent the child to another school, and paid a higher fee there.

" One person appealed on the ground that if charity were to be had she might as well get it if she could. This person is in the receipt of a tolerable weekly sum, the total earnings of the family being at least 30*s.* per week.

" To render a school popular, that is valued by the parents, the discipline should be strict without severity; writing, reading, and arithmetic should be carefully taught, and home lessons should be insisted on."

I beg to conclude my report with the following syllabus of the religious subjects in which pupil-teachers in this district will be examined at the end of each year of apprenticeship :—

CANDIDATES.

Lives of the Patriarchs.
Life of our Lord.
Catechism.

End of First Year.

Genesis.
St. Matthew.
Catechism, with Scripture proofs and illustrations, to the end of the Creed.

End of Second Year.

Exodus. Numbers.
St. John.
Catechism, &c., to the end of the Desire.

End of Third Year.

Joshua. Judges.
St. Luke.
Catechism, &c., to the end.
Morning Service.

End of Fourth Year.

Samuel. Kings.
Acts of Apostles, i.—xiv.
Order and Contents of Daily Service.
Articles I.—X., with Scripture proofs.

End of Fifth Year.

Chief types and prophecies referring to our Lord.
Acts of Apostles, xv.—xxviii.
Order and Contents of Daily Service, more particularly the Litany and the Collects for the chief Festivals.
Articles I.—XVI., with Scripture proofs.

I have the honour to be, &c.

J. W. D. HERNAMAN.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in* LANCASHIRE *and the* ISLE OF MAN.

MY LORDS, Manchester, January 1864.

I HAVE the honour to present my general report for the year ending on the 31st of August 1863.

Though the above-named district is now divided into three separate whole districts, and contains part of a fourth, yet my remarks on this occasion refer to the whole of Lancashire and the Isle of Man, of which I have had charge for the last 15 years.

Effects on education of the Lancashire distress.

Last year I was under the necessity of speaking of the bad effect upon schools of the great distress which prevailed in Lancashire. My colleagues and myself have found the same bad effects existing during the year which has just elapsed.

Though the general poverty and distress have been mitigated by the liberality of the rich, and by various wise measures, yet the schools have benefited very partially only by this alleviation of the distress. The removal to foreign lands and to other counties in England of considerable numbers of operatives, with their families, while it has helped to mitigate the distress, has diminished the number of scholars and the income of many schools. Meanwhile the rich, and especially the employers of labour in the cotton business, have had less means to be liberal to schools. Moreover, though there has recently been a decided increase of employment in the districts affected by what is called the "cotton famine," still the stoppage of employment prevails to a lamentable extent. For instance, even while I write, not less than 20 cotton mills are entirely closed in the single town of Preston, and most of them there are working "short time" only. The case is similar in the other manufacturing towns of Lancashire.

The principal ways in which we have found the schools affected by these and other causes is, by a falling off in the establishment of new schools, by a decrease of regular scholars in existing schools, by a wide-spread inability to pay the school fees, and by such an uncertainty about the income of schools as has prevented the managers from duly renewing the supplies of books and apparatus in the liberal way they were wont to do.

I have been interested by being told at several schools that the parents had undoubtedly struggled and stinted themselves during the distress in order to pay the school fees. This is a hopeful feature. And in some places school managers have remitted the fees to the children of the unemployed; and in a few places there have been contributions for the special purpose of paying school fees for distressed families. Without these alleviations, schools would have suffered much more even than they have done.

Moreover, there has unquestionably been in several parts a rise in the school fees, consequent I believe on a diminution, or an apprehended diminution of school income. I am aware that there are persons who regard this last fact as an advantage, but my experience makes me fear that this raising of the school fees tends at least towards the exclusion of the very poor, even if it brings to the school some increase in the number of scholars whose parents are better off, and who sometimes have a fancy for paying a large weekly or quarterly fee.

Under all such circumstances as I have referred to, our work has not been by any means so inspiriting and hopeful as it was a few years ago; and, on looking back upon the details of our work in schools during the past 12 months, I fear that the few remarks which I proceed to make on those details must unavoidably be characterised by a somewhat despondent tone.

The teachers in the schools continue generally to give satisfaction. The cases are, I find, few in which my colleagues and myself had reason to be thoroughly dissatisfied with the discipline and teaching of the schools we visited. But we have had much regret at finding more changes than usual in the teachers, and we have felt especially sorry that the parish schools of Lancaster and Rochdale have lost the valuable masters who raised those schools to be the model schools of the county, but who have now embarked upon other spheres of duty.

I have throughout the year taken pains to ascertain whether there is any serious diminution of income to teachers going on, and I find beyond the possibility of doubt that in a large majority of cases such diminution is taking place. Whether this be for good or for evil, future years must determine. During the past year it has acted unfortunately in Lancashire, for the present at least, partly by causing an undesirable amount of change in the case of those teachers who are in various ways seeking to better

their condition, and partly by the way in which at this time it acts upon the feelings of those teachers who remain in their schools.

In some few cases in which the manager of a school has handed it over to the master to make what income he can by it, and in which the master has raised the school fees, I learn that there is not likely to be loss of income to the teacher; but I confess that when consulted on this matter I have not felt myself at liberty to advise this farming out of the school to the master, as I think it likely to have an injurious effect on the tone of most schools for the managers practically to abdicate their functions in this way. The case of the Rochdale Parish School has been quoted to me by managers in this county as one in which it proved a great success in every way to leave everything to the late master, Mr. Wrigley, as was there done. But I am sure that that was an exceptional case; and I could, if it were expedient, name several cases in which this experiment has turned out badly. I would rather urge school managers to increased activity than to the allowing our parochial schools to slide, in effect and in reality, into what is little better than "adventure" schools. There is a real danger on this head, especially in the poor but thickly peopled districts, such as are common in Lancashire. I am anxious, therefore, that managers should be reminded of the really valuable functions which they might discharge. Besides keeping the buildings in good repair and retaining the appointment and dismissal of the teacher, it is well for them also to investigate the whole of the school accounts, including the school fees, and to audit them; to inspect and verify the school registers; to see that due supplies of books and apparatus are at all times forthcoming, and that care is taken to preserve them; to satisfy themselves about the time tables and course of study, including the religious instruction, and to hold periodical examinations of the scholars. These are functions, perhaps I might say duties, which cannot safely be abandoned.

I cannot quit the subject of teachers without once more remarking that I have again, during the past year, had occasion to note that the relation of teachers to their apprentices is one which demands much thought and care on the part of the teacher, and is a subject which ought to be frequently referred to by those who have charge of students in the Normal School.

Assistant teachers.

There is a decided increase in the number of assistant teachers now employed in Lancashire schools. This

would seem to show that there cannot be as yet any serious diminution of income in those schools where they are employed. I believe, however, that two causes help managers in their endeavours to bear this expense; firstly, somewhat lower stipends are given to the head teachers, and, secondly, assistant teachers may be engaged at lower salaries than formerly, on account of the large number of old pupil-teachers who are seeking employment. In one school I was informed that this was the case, and that the same salary was now given to a master and an assistant-master as had formerly been enjoyed by a master alone.

There is no doubt but that at this time a very large number of former pupil-teachers in Lancashire are seeking situations. A gentleman who had recently set on foot a business which required him to advertise for the services of fairly educated young persons told me that four-fifths of the applicants had been pupil-teachers. But, whatever may be the reason why more assistant teachers than at any previous period are now employed in schools, I rejoice in the result. Highly as I esteem the pupil-teacher system, still in our large schools, I think I see better discipline and better training, if not better teaching, where there are assistant-teachers, than where the master is aided by pupil-teachers only. Moreover, in the assistant-teacher the master may have a friend with whom to take counsel; and he has in him also to some extent a friendly rival who helps to keep him up to the mark, and checks the natural and strong tendency to flagging and remissness. I regard it also as a great advantage to a school and to all parties connected with it that there should be a second master who is at hand to take charge of the school and its affairs if one master leave or become ill.

Subjects of instruction.

The subjects of secular instruction continue nominally the same as heretofore; but, though they all exist in the time-tables, I incline to believe that they are beginning to be limited, so far as any useful result is concerned, to reading, writing, and arithmetic, which have ever been the subjects best taught. Something should be done to correct this extreme limitation of subjects.

Reading, writing, and arithmetic considered with reference to examination under the Revised Code.

In examining day schools under the Revised Code I have found that I passed more children under reading than under the other two subjects of writing and arithmetic, and more under writing than under arithmetic. This statistical fact might possibly seem to be opposed to what I have heretofore stated in my reports, viz., that in the order of proficiency, reading ranked the lowest of these three subjects.

I adhere, however, fully to my original statement; and the statistical fact is to be accounted for by the following considerations: What is called writing in the new examination schedules includes orthography in all standards above the second, so that it is something much more than mere caligraphy; but heretofore in speaking of writing as the best taught subject, I intended merely to refer to caligraphy, which I still see to be the most successful branch of learning in elementary schools. Then, again, in examining under the Revised Code, if a scholar sets down an error in orthography or in a sum, he has no opportunity of correcting himself. The inspector has to act upon the naked fact. Whereas in reading the test is not so bare and simple, and the child has more opportunity of correcting and repairing errors. Another consideration is, that very many of those failures in arithmetic under the Revised Code, which seem to exhibit that subject as the one least well taught, result from the inability of the very young children of six years of age to work sums in subtraction from the black-board under Standard I. But I should not deem it reasonable to say that arithmetic was unsuccessfully taught in our schools from the failures of infants in such a trial as this. On the whole, I retain no doubt but that caligraphy stands first in success, then arithmetic, and that good reading ranks last of the three, although this subject shows best on the new examination schedules.

On teaching reading.

Among the reasons why reading is so comparatively poor is, I fear, that the teachers themselves seldom excel in that branch. The pupil-teachers as a body are certainly very far from reading well. And I am afraid that in teaching reading there is too much neglect on the part of the teacher of exemplifying what reading means by himself reading to the scholars. He is too frequently contented with hearing the children read and correcting their gross errors. But in that art it is impossible successfully to dispense with setting before the poor children good models for their imitation.

Dictation.

The exercise of dictation, which was always one of great importance as teaching orthography, and helping to teach composition, has now a large pecuniary value attached to it in the four higher standards of the Revised Code. I have advised teachers to select passages for dictation upon some regular system and with care and forethought. The pieces should not be long, for the main value of the exercise depends upon the care with which all mistakes are corrected. The plan I have recommended for adoption with large classes is, that the reading book of the class be used for dictation, and that

when the passage is written each child should find the passage and correct his own mistakes, while the teacher should see to it afterwards that this has been faithfully done. I believe that time at least is economised by this method. I have also recommended that writing from memory should often take the place of dictation, because that practice necessitates a boy's exercising his memory, and getting up home lessons, while at the same time it teaches punctuation better than any other method does.

Religious knowledge.

Religious knowledge forms a subject of instruction in all the schools I visit, and, judging from the time-tables, a fair amount of time would seem to be devoted to it. The result does not by any means seem to correspond with the time thus nominally occupied. I doubt whether the religious knowledge is given in schools with sufficient system upon any carefully pre-arranged plan; if it were, I should not so frequently have been under the necessity of listening year after year to the same dry and barren facts, and of hearing them repeated in a manner often little calculated to arouse the attention or awaken the interest of the children. I fear that in this subject both the matter taught and the manner of teaching are susceptible of improvement. The Church catechism is very hard for children to understand properly. An easier and preparatory authorized catechism is a desideratum. The easiest part of the Church catechism to teach and explain to young children is the Ten Commandments, and it is not the least important part. On this account in my own examinations I have dwelt more on this than other parts, and I have endeavoured to connect with it exemplifications of duty and of sin derived from Scripture history; so that when the children read the Bible they may be able to take an intelligent interest in it, and to understand and deduce the moral and religious lessons involved in the history.

Discipline.

Discipline may be called the foundation stone of a good school, the first and necessary element of success.

It may be noticed under this head, that the excessive attention to concerted signals and drill which used to prevail in our national schools, under the system of Dr. Bell, has almost entirely disappeared, and there is no doubt but that it used to be carried to excess, and to consume time which ought to have been devoted to teaching and learning; but I incline to think that now there is perpaps too little time and attention given to drill by technical signals; for if time be not unduly consumed in mechanical exercises, it must be admitted that such exercises may be made to

conduce to the formation of habits of silence, attention, and good order.

Rewards to scholars and their parents.

It is well known that many years ago a system of rewards, which were really bribes, used to prevail in our schools for the poor. This system had almost entirely died out for various reasons; and I regret that lately there seem to be symptons of a considerable revival of it. It is necessary to utter a caution against an abuse of this practice, because now that money payments are attaching both to the attendance and the attainments of the scholars, there arises a manifest danger of a re-introduction of the abuse. I am very anxious therefore to call attention to the injurious moral principle involved in the excessive practice of rewards to the scholars. Such rewards are too often disguised bribes to parents and children, they violate the first principles on which schools rest, they treat those who are receiving a boon as though they were conferring an obligation, and they lead both parents and children to regard the school with other feelings than those of gratitude and esteem. At the same time I desire to observe that it is only the abuse of the principle which I deprecate. A rigid exclusion of all rewards is not what I am recommending. I have no desire to deprive generous and warm-hearted school managers of any appropriate means of showing their approbation of deserving children. I only desire to express a caution, which I have lately seen to be needed, against such indiscriminate rewards as I believe to be injurious to the moral tone and standing of our schools.

Mines' Regulation and Inspection Act of 1860.

I have made inquiries about the working of the educational clauses of the Act 23 & 24 Vict. c. 151., concerning the Regulation and Inspection of Mines. Up to the passing of this Act, the law was simply that no females at all, and that no male person under 10 years of age, might be employed in a coal mine. The new Act of 1860, which has been actually in operation for little more than two years, further provided that no boy under 12 years of age might be employed in a coal mine, unless he could produce a certificate from a competent schoolmaster that he could read and write, or failing in this, that he was attending school for not less than three hours a day during two days in each week.

I have reason to fear that as a rule this law is of little practical effect in Lancashire from three causes; first, because the expression "competent school master" admits of a wide application; secondly, because the expression "able to read and write" is also susceptible of loose interpretation; and,

thirdly, because the supervision of the working of the clause is not and probably cannot be rigidly carried out. The result is that the educational provisions have not had much effect in Lancashire. From St. Helens the Rev. Dr. Carr writes me word that "the average age of the collier boys has not risen since 1860," and "that boys continue to be employed in the coal pits under the age limited by the Act of 1860." The Rev. John Webster, writing from a colliery district near Chorley, states, "I have to say that, upon exa-"mination of the school books, I find we have scarcely been "affected at all by the Act of 1860, and only in one case "has a certificate been asked for by colliery managers. Our "average age of boys is about the same as before the Act." The Rev. Charles Bissett, from near Wigan, writes to me as follows: "The master of it (Lord Crawford's Upholland "colliery school) does not consider the age of his scholars to "have been at all affected by the Act. . . . . He believes "the Act to be frequently evaded by incompetent persons "giving certificates to boys who are not deserving of them." The Rev. J. G. Hollingworth states, "I do not think that "the Mines' Regulation Act (1860) has affected the average "age of our scholars in any appreciable degree. The average "age of the boys is, I believe, rather less than it was in "1860." I visit no school which is more purely for colliery boys than that supported by the family of Lord Ellesmere at Walkden Moor. The master of this school gives the following average of the boys' ages for the last four years:—

"For 1860, 9 years 2 months.
For 1861, 9 years 1 month.
For 1862, 9 years 7 months.
For 1863, 9 years 3 months."

The account from Haigh school near Wigan is rather more favourable. The master writes that "the average age "of boys in the four upper classes was, in 1860, 8½ years; in "the present year the average age in the same classes has "risen to 9 years." The Rev. A. Hewlett sends me word from the Astley coal district, "there has been in our "school an increase of such boys as were likely to be affected "by the Act, yet so slight as to be almost imperceptible."

The foregoing communications and others which I have received do not on the whole tend to show that the Act of 1860 is efficient. I know, however, that it has done some good. I meet with a few boys here and there who are attending school on account of the Act, and others I am sure have been stimulated to pass in reading and writing. In some cases, too, the owners and lessees of coal mines have

been induced to establish schools; thus at Clifton, in Eccles, there is a good school, with a certificated master, established and maintained entirely by a coal proprietor, Mr. Fletcher, on purpose for the families of his colliers. In this school the young collier boys have all learnt to read and write well, except five, who still attend school for the prescribed hours till they shall be able to pass with credit.

I reiterate, then, that the conclusion at which I have arrived is, that, while some partial educational benefit accrues from the Act, it is mainly rendered inoperative by the three causes which I enumerated above. A communication which I have received from the Rev. A. Coates, manager of the Pemberton school, near Wigan, illustrates so well and truly the working of the Act, that I have appended it to my report.

I have referred so often in my reports to the wants and difficulties in the way of the education of the poor, that I shall speak very briefly on the subject on this occasion.

Wants and difficulties.

Various local circumstances have drawn an unusual amount of attention to the large numbers of children in Lancashire towns who are utterly ignorant of the first elements of instruction. Some of those who have been spending their time in the investigation in Manchester have recently stated that there are at this moment in this city 50,000 children between 6 and 13 years of age receiving no education. My experience in all the parishes of this city, and my inquiries and calculations, lead me to consider that this number is very greatly exaggerated of those who are receiving *no* instruction. Schools in Manchester have penetrated into the most wretched districts, and though the fees are, I fear, sometimes too high for the very poorest to pay, yet in such cases the fee is generally remitted. I believe that the want in a town like Manchester is not now so much of school accommodation as of a few more free schools in certain selected districts where the most abject poor congregate. But then, supposing we should get these few free schools which seem needed, there remains the main difficulty of getting the very poor children to come to school with any approach to *regularity*. About a year ago I asked some teachers in some of the most squalid districts to register the numbers and attainments of the children admitted into their schools in the course of the year, striking off their lists those who were absent for three consecutive months. In one of these cases the master has registered not less than 330 admissions into his school, and out of these 255 could not read monosyllables easily. In another

case a mistress had admitted 290 children in the course of the year.

While I admit, then, the want in our large towns of some additional free schools, conducted with a careful scrutiny into the means of the applicants for admission, statistical facts like the foregoing tend to show that the great educational difficulty in large towns lies chiefly in the *irregularity* of attendance,—in the way in which a child comes for a few weeks to a school, and then leaves off. I believe that in the case of towns this is the great problem above all which remains to be solved, the great hindrance to education which has to be surmounted. Little I am sure will ever be done by a mere evening school to remedy the evil resulting from irregular attendance at the day school. After more than 15 years' experience I do not personally know a mere evening school which is worth being kept up. I designedly limit this assertion to what I call "*mere*" evening schools, because there is a new institution taking root in Lancashire, especially in Preston, Manchester, and Liverpool, called Working Men's Clubs, with which a room for study and learning is always connected; and the unofficial visits which I have paid to these institutions make me sanguine, that by connecting instruction in an evening with comfort and social life, even those whose nervous energy has been exhausted in the day's labour may be enabled and induced to begin or carry on the work of their own education.

I have the honour to be, &c.

W. J. KENNEDY.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

MINES REGULATION ACT.

Memorandum by the Master of the Pemberton School, near Wigan.

I am not aware, so far as I have been able to ascertain, that the above Act has made the slightest difference in the average ages of the scholars, the average being about the same now as in 1860, the year in which the Act came into operation.

I am afraid that the Act itself, so far as it was intended to serve educational purposes, is altogether valueless in its present form; for while it was the evident intention of the promoters of the Act that no child should be employed in connexion with mines who was not able to *read* and *write*, in the strictest sense possible, that is, able to *read* in an ordi-

nary class-book fluently and accurately, and able to *write* with ease and correctness both as to form of letters and spelling, I know of cases where boys are actually employed, and beyond being able to write their names and read monosyllables imperfectly, cannot be said to fulfil the requirements of the Act at all.

Again, though it was intended that boys between the ages of 10 and 12 years should attend a school at least *twice* a week, and not less than *three hours* each time, (which evidently implied attendance at a *day* school, for it is scarcely possible to find an evening school open THREE hours,) and though certificates are framed accordingly, I have been invariably compelled to *qualify* the certificates which I have signed, by stating that the attendances have consisted of three in number each week and TWO not THREE hours each time, as our *evening* school is not open more than two hours at a time, and the attendances have been without exception at the *evening* and not the *day* school.

In many instances, however, the time at which boys leave work in the evening does not allow of them coming to our evening school in time, and the consequence is that not even more than a *single* hour can be spent in the evening school in many cases.

Again, another serious point for consideration is, whether the boys can be expected to attend the evening school, even supposing their work were completed in time for their being punctual in their attendance every evening.

In most cases these boys are obliged to rise as early as four o'clock every morning to commence their daily labour, and on some days they are compelled to rise between *two* and *three* o'clock, so that it is impossible to expect that they can, after spending so many hours in the mine, set themselves energetically to work in an evening school.

In fact, there is great difficulty in keeping them awake, so utterly exhausted do they appear to be from the effects upon an overworked system.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. F. MEYRICK, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* ESSEX, NORFOLK, *and* SUFFOLK.

MY LORDS,

Schools visited.

DURING the year for which I am instructed to report to your Lordships I have visited 231 schools. These 231 schools contained at the time of my visits 15,849 children, viz.:—

Boys	7,247
Girls	7,335
Infants	1,267
Total	15,849

Of these 231 schools 206, containing 14,492 children, are in receipt of annual grants from the Committee of Council on Education; 25, containing 1,357 children, have received assistance in the erection of suitable buildings, but derive no part of their annual maintenance from the parliamentary grant. They are all of them situated in the counties of Norfolk, Suffolk and Essex, viz., 153 in Norfolk, 53 in Suffolk, and 25 in Essex. In visiting them I have travelled rather more than 4,000 miles.

Amount of education.

The state of the schools is on the whole good. Norfolk is not equal to some other counties of England in its educational advancement, but it has nevertheless shared in the effects of the impulse given to education first by the efforts of Dr. Bell and Mr. Lancaster at the beginning of the century, then by the exertions (still continued) of the religious and educational societies, and lastly by the Minutes of 1846. The number of children under instruction in Church of England schools in the deanery of Heacham (with respect to which very accurate statistics have been provided me by the kindness of the diocesan inspector, the Rev. W. T. Beckett) is in the proportion of one in six of the population. This is a larger proportion than had been deemed possible in England, and it is equal to the proportion which exists in Prussia where children are compelled to attend school by legislative enactment. It is not, however, to be supposed that the deanery of Heacham is in this respect a specimen of the other deaneries of the county.

It is perhaps equalled in educational progress by the deanery of Redenhall, but there are parts of Norfolk where educational zeal is not so active. In the district extending from Holt to Yarmouth, bounded on the one side by the sea-coast, on the other by a line passing through Norwich (a district which comprises nearly half of east Norfolk) there are only four schools in receipt of annual grants, and none of them have pupil-teachers. Nor does Norwich yet take the lead which so large and important a city might be expected to take in such a cause. Ipswich, with a population of 35,000 is better supplied with schools for its numbers, and supplied, if a few exceptions are made, with better schools than the city of Norwich with a population of 70,000. This is in part perhaps owing to a system of district schools established some time ago in Norwich, which has not been found by experience to answer well. It is probable that the attention lately paid to the subject by the Rev. Canon Heaviside, the Rev. W. C. Davie, and several of the city clergy, will remedy whatever evils may have existed in this system. The proportion of children in Church of England schools in Norwich is probably at present from one in 20 to one in 25—a very great falling off when compared with the deanery of Heacham.

Quality of education.

With respect to the quality of the teaching in the schools that I have visited I can report well of it in almost all, if not in all, of the schools that are under trained masters and mistresses. There is not a possibility of doubting that trained teachers are in every respect superior to untrained teachers, more particularly in that their training teaches them to avoid those very faults to which it is popularly supposed to conduce. In schools taught by untrained teachers I have found an ambitious striving after show to the neglect of what was solid: I have found the lower classes neglected for the upper classes: I have found elementary work made to give way to what was supposed to be more "genteel," and crochet substituted for plain sewing. I have never found these faults in schools under trained teachers; the training of the teachers has, as we should expect, saved them from those faults into which men and women are more likely to fall in proportion as they are less educated themselves.

Examination under Revised Code.

I have examined 30 schools according to the provisions of the Revised Code. In these 30 schools 1,500 children were presented to me for special examination. Of these, 1,200 passed successfully and 300 failed to obtain grants either from insufficiency of attainments or on account of their parents not living from manual labour. The average

number presented in these schools was 50 children, and out of every 50 children 40 obtained the full grant, while 10 failed to do so for one of the two causes assigned above. These causes were probably equally operative, whence it would follow that out of every 50 children five were rejected on account of their attainments, the school thereby incurring a loss of 2*l*. As I have been in the custom of individually examining all the children present in reading, writing, and arithmetic for the last four years, there has been little alteration in so far as this part of the examination goes, except that greater length of time is, of course, required for *reporting* than before. The absence of all premium on geography, grammar, history, and the higher parts of arithmetic (from proportion inclusive upwards) leads managers and teachers to pay attention to other things rather than to these. The present tendency is to exclude these subjects altogether from elementary schools.

Subjects of study.

Another tendency should not fail to be noticed because it is a serious thing, whether for good or evil. This is the tendency to return to the monitorial from the pupil-teacher system. This does not show itself as yet so strongly as will soon be the case, because the five years during which pupil-teachers appointed under the Old Code were apprenticed are not yet expired. The supply of candidates, especially of male candidates, to take the place of those whose apprenticeship expires, is diminishing.

Pupil-teachers.

I find that the subject of evening schools causes much embarrassment to managers, especially in country places. Where the population is small and the day school is taught by a master there is little hardship in his taking the evening school as well, and the present system is found to work satisfactorily. But in places where the day school is taught by a mistress it is difficult, even with the relief bestowed by the Circular of October 13, to maintain an evening school. I have frequently heard a hope expressed that under such circumstances their Lordships might be induced to extend some aid towards the maintenance of teachers of moderate attainments specially employed in conducting the evening school under the superintendence and often with the constant assistance of the manager of the day school and his family.

Evening schools.

The age of the children who attend the day schools continues to decline. The average age of children in the first class in country schools is now eleven, whereas a few years ago it was twelve. This is partly owing to the natural pressure on the poor which arises from the requirements of labour, partly to the existence of what is called the gang system,—

Age of scholars.

a system which unhappily prevails too extensively in Norfolk. According to this system children of both sexes are drafted into gangs by a man who contracts to do so much agricultural work in a given time, and the result is most deleterious, not only to the efficiency of schools, but also to the modesty and the moral character of the young people who are thrown together without any sufficient safeguards and protections. The attention of some influential landlords has been directed to this point, but no adequate remedy for the evils involved in the system has been discovered. The gang system.

I have found infant schools in a less efficient state than formerly. I attribute this to an attempt made by the teachers to instruct the upper part of the school on one system and the rest of the school on another. The first class is generally above six years of age, and the teachers drill them in reading, writing, and arithmetic, with a view to their passing an individual examination. Gallery lessons to the whole school are thus comparatively neglected, and the *Kindergarten* system, which has been introduced with great benefit to the little children, is exchanged for a method of teaching more suitable to older children than to infants. An infant school to be successful must be taught as a whole, not in classes, while a boys' or girls' school must be taught in classes, not as a whole. A remedy would be readily found for this evil, in the case of schools where there is a boys' school or a girls' school connected with the infants' school, by the managers requiring children to be passed on to the upper school as soon as they are six years old. Infant schools.

A system of diocesan inspection is organized in an effective manner throughout Norfolk, and I find that the double inspection of the Queen's inspector and the Bishop's inspector is very valuable for the schools. This is especially the case in the deaneries of Heacham and Redenhall in Norfolk, and of Ipswich and Colness in Suffolk. In Essex I have visited but few schools. The school which has best kept up its efficiency during the four years that I have been connected with the county is Chesterford. Diocesan inspection.

The district which has now been assigned to me (Norfolk with half of Suffolk) contains about 180 schools receiving annual grants and about 100 schools otherwise open to inspection. It is with respect to the progress of these schools that I shall in future have to report. New district.

I have given notice to the school teachers that I intend to conduct the examination of pupil-teachers according to the following scheme:— Examination scheme for pupil-teachers.

—	Scripture.	Reading.	Writing and Composition.	Arithmetic and Mathematics.	Geography.	Grammar.	History.	Recitation.
Candidate	Catechism and outline of Scripture.	Good Reading, Prose or Poetry.	Dictation -	*Males and Females.* Four Rules, Simple and Compound, and Tables.	Elementary -	Parts of Speech	The Romans in England.	—
1st Year -	Gospels, Catechism, Morning and Evening Prayers.	Improved ditto.	A part of the Catechism from memory.	*Males.* Practice and Simple Proportion - *Females.* Practice and Bills of Parcels.	British Isles. (Map-drawing this year and henceforward).	Noun, Verb, Adjective, and Parsing.	The Saxons and Danes.	30 lines of Poetry.
2nd Year -	Pentateuch, Acts, and Liturgy.	Ditto - -	Life of some one in Scripture.	*Males.* Compound Proportion and Vulgar Fractions. *Females.* Simple and Compound Proportion.	Europe and Palestine.	Pronoun, Verb, Preposition, Parsing, and Paraphrase.	William I. to Henry VIII.	50 lines of Poetry.
3rd Year -	Joshua to Esther, special Services.	Ditto - -	Notes of a Lesson.	*Males.* Decimals and Euclid, Book I. to Prop. XV. *Females.* Vulgar Fractions.	English Colonies.	Conjunction, Paraphrase, and Analysis.	Tudors -	40 lines of Prose or 80 lines of Poetry.
4th Year -	Epistles and Articles.	Ditto - -	Ditto - -	*Males.* Simple Interest; Euclid, Book I. to Prop. XXVI.; Algebra, Introductory. *Females.* Decimals.	Eastern Hemisphere.	Parsing, Paraphrase, and Analysis.	Stuarts -	100 lines of Poetry.
5th Year -	Prophets, Prayer Book, and History of Prayer Book.	Ditto - -	Essay - -	*Males.* Arithmetic in general; Euclid, Book I.; Algebra, first four rules. *Females.* Arithmetic in general.	Western Hemisphere.	English Grammar, in general.	Hanoverians	80 lines of Prose or 150 of Poetry.

The children in the schools will be examined during the next year in religious knowledge as follows:—

In the Old Testament, in Exodus, Leviticus, Numbers, Deuteronomy.

In the New Testament, in St. Mark's Gospel.

In the Prayer Book, in the Catechism, and the Evening Service.

I have the honour to be, &c.

F. MEYRICK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. G. R. MONCREIFF, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CUMBERLAND, DURHAM, NORTHUMBERLAND, *and* WESTMORELAND.

CUMBERLAND AND WESTMORELAND.

MY LORDS,

Division of district.

1. My first duty is to say a few parting words to that portion of my original district, with which I am no longer officially connected. It includes, besides Cumberland and Westmoreland, a small section of Northumberland. But of this I do not speak. Its inspected schools are few.

Progress since 1855.

2. From the western portion of my district I parted with much regret. I found it, eight years ago, at a very early stage of progress in the system of 1846; and even yet it has not passed out of the transition period. There was in many respects more interest in watching its slow advance than in the comparative stagnation of more forward districts.

In September 1855 there were under inspection—

In Cumberland	31 departments.
In Westmoreland	6 „
Total	37

There were up to February 1863—

In Cumberland	70
In Westmoreland	24
Total	94

The increase being—

In Cumberland	125 per cent.
In Westmoreland	300 „
On the whole	154 „

Of the 37 departments, no less than 27 were *town schools*, leaving only 10 from the country parishes of the two counties. The proportions now are 38 and 56 respectively. In no other part of the district has the proportionate increase been nearly so great.

Character of schools.

3. The town schools, as a whole, are not equal to those I have known elsewhere. The attainments are, generally, lower, and the attendance more irregular. The latter evil is frequently curable to a larger extent than is believed; but it requires diligence and attention out of school as well as in school. I speak from actual experience of the effect of

such working in Cumberland and Westmoreland as elsewhere.

Little grammar schools.

4. The country schools are, for the most part, based on old foundations, generally of very moderate amount. Subscriptions are scanty; nor can they be much increased till the popular feeling is far more thoroughly on our side. Much has been done to win it over; more than can be fairly estimated without a comparison of these schools as they are with what they were even 10 years ago. Their teachers and promoters have been pioneers, and, like all pioneers, have had to do much hard work, the fruit of which must be reaped by others. They have stood in many cases isolated, the solitary specimen to their own neighbours of what are deemed new-fangled devices of education. Young men, inexperienced, untried, sometimes of moderate parts—for scanty stipends will not draw the flower of our flock—have had to feel that by their success or failure a whole parish, not over willing to be convinced, was prepared to try the merits of our system of training. Under all hindrances, the actual progress has been great; the actual results in the highest degree creditable; but the promise for the future was tenfold greater.

Minute of May 19th 1863.

5. Here it is hardly possibly to refrain from expressing a fear lest these little "grammar schools" (as many of them are still entitled) should be seriously injured by the reduction or withdrawal of grants under the Minute of May 19th 1863. The *principle* of that Minute seems undoubtedly sound; that so far as education is provided for by permanent endowment, so far there is no claim on the Parliamentary grant. While I am sorry that it should be applied to these small and struggling schools, I cannot dispute the principle. But might it not be held to be sufficiently carried out, if for every 30*s.* of endowment *one* qualified scholar was deducted from the list of those "examined and passed," and *one* also from the average attendance? This seems the fair mode of reckoning. School A., with an average of 50, has no endowment; 30 scholars are examined and passed; the school receives 10*l.* of attendance grant and 12*l.* on examination, or 22*l.* in all. School B., with the same average and the same number passed, has an endowment of 15*l.*; this educates 10 children (since each child costs 30*s.*), leaving 40 in average attendance and 20 passed, for whom no more provision is made than for the children in school A.; let the grant be 8*l.* + 8*l.* = 16*l.*, and strict justice seems to be done.

Carlisle Diocesan Society.

6. My parting view of education in Cumberland and

Westmoreland would be incomplete without a glance at the work of the Carlisle Diocesan Education Society, and their organizing master, Mr. Murphy. The value of his labours (as seen from my official point of view) lies not so much in the number of schools brought under inspection as in the improved standard of public opinion by which inspected schools are judged. Where the results of his presence in a school have been seen, the prejudices of a whole neighbourhood have, almost invariably, been at least shaken. And in yet another way has he done good service; he has shown, by repeated instances of successful perseverance, that where there is a will there is a way, even to that most difficult achievement, the extraction of needful funds from the pockets of Cumbrian statesmen.

Changes of Date.

Necessity of change.

7. The subdivision of the district, as well as the provisions of the Revised Code, have rendered it necessary to change the dates of inspection of a large number of schools. In effecting these changes, I have aimed at giving to country and colliery schools the months best suited to their special circumstances, town schools being removed to the autumn. To the latter the change was to a certain extent injurious; but I have found managers in every instance ready to waive their own wishes for the general good. I may observe that, as one consequence of these changes, nearly all my inspections under the Revised Code have been for broken periods; except at Alnwick, I have not yet seen a single school at the usual time of year. This diminishes considerably my opportunities of comparison of the present with the past.

Difficulties of inspection.

8. This arrangement, however necessary for the good of schools, will somewhat increase the difficulties of inspection. In the earlier months of the year, there is now an accumulation of small schools, more than one man can manage, yet of a kind in which an "inspector's assistant" cannot, under the terms of the Minute of last May, give any effectual help. Thus, in January I have 14 departments, and usually about seven or eight days for inspection; in February 29 departments, and 20 or 21 days; and so on to the end of June. Arrears, increasing from month to month, seem to me unavoidable. Of the 43 departments referred to, there are not more than 15 or 16 in which an assistant could be employed.*

* Since this paragraph was written an assistant has been appointed.

It is natural to ask whether the work could not be more quickly done by spending less time in each school. As regards the particular class of schools I am speaking of, the answer is simple; they are, with a few exceptions, *single* departments; most of them will give ample employment for four or five hours, to see them properly; but, even where half a day will suffice, it is not often that there is another school near enough to admit of its being taken the same afternoon. And, even when it can be done, it is almost always at the sacrifice of much of the benefit of inspection.

Time required in each school.

9. On the *general* question of the time required, I have not as yet any real experience. My work under the Revised Code has hitherto been exceptionally light, and having plenty of time I have used it freely. I have still to learn what I can do when I am pressed. On certain points of practice, it seems desirable that we should have specific instructions. They have a good deal to do with the amount of time occupied, and I fancy there is already considerable difference of practice. My practice has been:—

(*a.*) To give out *all* dictation myself.
(*b.*) To give out every sum by dictation.
(*c.*) To give to every "standard" three sums, whenever possible, including "back work" on more elementary rules.
(*d.*) To hold myself responsible for the close and personal superintendence of every child under Revised Code examination.
(*e.*) To correct all slate work as I proceed, showing each child his mistakes. This is not needed for the *examination*, but it seems to me indispensable to the thoroughness of the *inspection*.

In each of these ways there can be no doubt the time is increased.

Results of Revised Code.

New schools.

10. I will now give in detail the results of my experience, so far as it has gone. First come *seven* new schools, never before inspected; *one* in a town (Workington), *one* in what may be called a suburb of Middlesborough (Port Clarence), *one* in a colliery village (Cornforth), and *four* purely agricultural, Temple Sowerby, Brenckburne, Mindrim, and Sedgefield. Of these, Port Clarence was *bad;* Workington in very poor state (as might be expected in a place of that size, which four years ago had no public school of any kind); Brenckburne, Mindrim, and Sedgefield, *weak;* Temple

Sowerby, *very fair*, and Cornforth, on the whole, *creditable*. The results were these :—

TABLE I.

No.	School.	Average Attendance.	Presented.	Passed.*	Infants.	Grant per Head on Average.	Probable Loss per cent.
						s. d.	
1	Workington, Free (2 departments).	138	116	153	30	8 4	14·9
2	Brenckburne	27	33	39	2	6 11	66·1
3	Temple Sowerby	27	25	42	1	8 1	60·6
4	Mindrim	48	36	45	6	7 4	23· (gain)
5	Cornforth	74	62	95	0	7 4	20·8 (loss)
6	Sedgefield	40	36	48	3	7 1	50·8
7	Port Clarence	50	43	42	11	Nil.	0·
	Total	404	251	464	53	6 9 or (without No. 7) 7 9	43·

In estimating the loss per cent. I have taken the old capitation grant at 10 per cent. on the average attendance (a low estimate). This, with the teacher's augmentation, is the probable grant under the Old Code. In Nos. 2, 3, 6, I have assumed the "probationer's" grant of 25*l.*; in the others, the augmentation according to certificate.

Inferences. 11. I shall not reason much on these data; from so small an induction no inference could have much weight. I shall simply point out some facts which lie on the surface.

(*a.*) The proportionate loss increases as the average attendance decreases, *i.e.*, the smaller the school the greater the proportionate loss.

(*b.*) In the most favourable case, Cornforth, the "gain" arises from there being no pupil-teacher. A pupil-teacher's *first year* stipend would have turned the balance the other way.

(*c.*) On the other hand, all these schools, and especially very sequestered ones like Brenckburne and Mindrim, were at a disadvantage from the children's want of familiarity with examinations. This will be less felt next time.

Amount of grants to old schools. 12. Here ends my experience of the working of the Revised Code within the year ending August 31st, 1863, to which, strictly speaking, this report is confined. The details of in-

* The unit here is one child passed in one subject; a child passed in three subjects counts as three. The figures given include all passed on examination, *without* deducting those of a grade superior to that of labourer, for whom no grant was allowed. The calculation is made for a *year's* grant: in all the new schools, and most of the old ones, the actual grants were for broken periods.

spection since that date will belong to a future report. I will only say that out of 18 departments (boys and girls) in Stockton, Darlington, Barnard Castle, Durham, Alnwick, and Jarrow, having altogether 1,630 children in average attendance, out of 1,297 presented, I passed 2,553 units (equivalent to 851 children); so that on the average each child may be said to have passed in two subjects. In six of these departments, on which the Lord President's decision has been given, the average grant was 8*s.* 1*d.* per head on the average attendance, or about 4*d.* per head above that of the new schools in table I. In the infant departments of the same schools the grants are higher, averaging 9*s.* 6*d.* per head on the attendance. But I doubt whether the general earnings of infant schools will be found quite so high.

Principles of classification.

13. It does not always follow that the teacher who has succeeded in passing the greatest proportion of those presented has thereby proved his school to be the most efficient. Much depends on the principle on which his lists have been made out. In every school, I think, the lists have been thoroughly *genuine*. I have seen no tendency to "*packing*," but, on the contrary, while the whole body of teachers have striven, with remarkable fairness, to carry out the intentions of the Code, not a few have seemed to me to err in unduly pushing upward children who might fairly have been presented in a lower standard. Sometimes from over-confidence, oftener from the feeling that they were bound to produce scholars in every or almost every grade. This last impression is, I find from the "supplementary rules," more correct than I had previously supposed. It is now of course incumbent on every teacher to present a class as high as Standard III., and very desirable, for the sake of a full grant, to have some children who can pass in Standard IV. But still, whatever the penalty, it will in the long run be better to incur it than to mar the teaching of a whole school by attempting to build without a foundation. It is better, that is, if these be the only alternatives, to pass a whole 1st class in Standard III., even with a deduction of $\frac{1}{10}$th from the whole grant, than to place half a dozen of the best scholars in the disheartening position of attempting, only to fail in the attempt, arithmetic and dictation, which they know to be beyond their power. It is better, because it is sounder in itself and more honest towards the children. The reasons why they have not made more progress may or may not be beyond the teacher's control. In well organized schools of old standing this particular difficulty will seldom occur: the whole of the first class will be at or beyond

Standard IV. The exceptional cases will be either *new schools* or very *fluctuating schools*, in which it may often be impossible to fulfil the condition, without inconveniently reducing the number of the first class—sometimes, for a single year, impossible to fulfil it at all. Even so, it may still be right and wise on general grounds to enforce a rigid rule which a teacher may think harsh in its application to himself. He may feel this a grievance, but it is better to lose by a rule than to lose by failures. The one is once for all, the other entails the necessity of continuing to push children year by year beyond their natural standard. The rule, which is intended to guard against indolent teaching, or unfair manœuvring under examination, can never be meant to encourage unsound professions of attainments not really reached. This was the greatest evil of the old style of teaching, and is the great temptation still of all inferior teachers. There can certainly be no intention of encouraging or rewarding it. The true influence of these rules is in impressing on teachers beforehand the necessity of reaching a certain standard; but, when it comes to classifying the children for examination, I should still say, as I have said all along, "place each child where he or she can "probably pass, count no consequences, but let the ex- "amination list be an honest representation of the real "state of the school, to the best of your judgment." Any cases, which would not come under the form of classification prescribed by the supplementary rules, must imply some error in the arrangement of the school-classes. But these, I believe, would be very few.

14. I wish it were possible to allow children "presented" but not "passed," or at least those who have failed in all subjects, to be again presented under the same standard. Practically, I suppose, this is impossible. But I shall be very much inclined in future to consider any large proportion of failures as indicating imperfect acquaintance on the part of the teacher with the real state of his school, and as therefore deserving of a further penalty, besides the loss of so many items in the examination grant. For nothing can be more injurious to a school than to have a large number of children in the anomalous position of having to look forward to examination in one group, because they have been "presented" in the next below it, but having also to be taught with another group, because practically they belong to it, having "failed" in examination on its subjects. The responsibility of avoiding this is thrown on masters and teachers; the only safe course is steadily to throw out of

the examination list altogether every child who is not likely to pass in the proper standard. This should be done, even if the child is about to leave; we have no right to saddle our neighbour's school with the anomaly which we should seek to avoid in our own.

15. Wherever I have had the opportunity, in colliery schools, I have inquired whether the Mines Regulation Act of 1860 has had any perceptible influence in raising the age of scholars' attendance, *i.e.*, in promoting the attendance of boys between 10 and 12. The answer, both from schoolmasters and from owners or viewers, has, I believe, invariably been in the negative. I believe the provisions of the Act are fairly carried out, but I am not aware of any instances of boys attending school and receiving the certificate required. Viewers would rather dispense with them altogether than have the trouble of looking after the certificates. It does not, however, I am sorry to say, follow that because they do not go down the pit they are therefore at school. Other employment, not within the scope of the Act, is found for them, so that nothing is commoner than to be assured on good authority on the one hand that there are no boys of that age in the pit, and to see on the other hand that there are hardly any of them in school. The following table gives the actual facts for 11 schools, selected as specimens. I make no comment, however, feeling by no means sure how far the results may be, in each case, accidental.

TABLE II.

COLLIERY SCHOOLS, 1861 and 1863.

No.	Name of School.	1863.		1861.		Rate of Increase (or Decrease) of Proportion of Boys over 10 Years of Age in 1863 over that in 1861.
		No. in Sch.	No. over 10.	No. in Sch.	No. over 10.	
1	Wearmouth Colliery	250	94	294	36	Increase 25 per cent.
2	Coundon National	220	74	180	33	„ 15 „
3	Black Boy Colliery	203	71	188	45	„ 11 „
4	Killingworth Colliery	275	97	263	76	„ 6 „
5	Belmont Church	131	44	137	39	„ 5 „
6	Shincliffe Parochial	170	57	140	47	Neither increase nor decrease.
7	Sherburn Church	202	57	148	42	Decrease $\frac{3}{10}$ per cent.
8	Wreckenton National	143	40	180	51	„ $\frac{5}{10}$ „
9	Hetton-le-Hole National	263	61	202	53	„ 3 „
10	Newbottle, St. Matthew's	131	24	157	40	„ 7 „
11	Lumley National	169	46	180	61	„ 7 „
	Total	2,157	605	2,069	523	

Total increase = (31−25) 6 per cent.

16. I will now state, as simply and as briefly as I can, the actual effects of recent changes, so far as I can trace them in my short experience of their operation.

Neglect of higher subjects.

(*a.*) The first and most striking is the neglect of the higher subjects of instruction. A little geography is still taught in most schools, still less of grammar, and very often nothing of history. This was certain to be the case, especially at first; the pressure of the new requirements has concentrated the attention of teachers on elementary subjects, and classification by "Standards." To some extent there may soon be a reaction; but I do not expect, for some years to come, to see oral teaching of geography, grammar, or history resume anything like its former place.

The oral teaching might be dispensed with, or kept within narrow limits, without abandoning the subjects taught. Home lessons tested by written examinations might to a large extent take their place. But the subjects themselves cannot I am certain be spared, not only—indeed not so much—for the specific information to be conveyed, as for the purpose of drawing out the general intelligence of the children. Already, if I do not deceive myself, there is a difference; there is less spirit, less power of thought, less willingness to think. It is no doubt true that the inspection does not now put these powers to the test as it used to do. Still I think I am not mistaken in believing that there is already a change for the worse. For this there seems to be no remedy, till experience shows that children cannot do really well in anything, without being trained to think and to follow thought. I cannot take upon me to advise teachers or managers to devote time to these matters at the risk of losing part of their expected income; nor do I conceive that I have any right to recommend the infliction of a penalty, be the pretensions of the school what it may, for neglect of subjects not required as conditions of the grant.

Lower classes.

17. (*b.*) Of the lower classes I should say, they are better drilled, better used to examination, and undoubtedly better "*crammed.*" The performances of Standard I. have in many schools been very creditable. How far it will hereafter be found to serve as a real foundation remains to be seen. My impression is that most of the work of Standard I., indeed all except the reading, may be and sometimes is the work of a very short time. In Standard II. the work is respectable but not high; the reading and writing generally passable, while there are a good many failures in arithmetic. But if I am asked generally, without reference to the standard work, "have these classes decidedly improved?" I should say that in the best schools I do not perceive any essential change, and that what change there is is not in some respects for the better. I think there has only been

one case in which I have been struck by a decided improvement, and in that case there was at last inspection a great deficiency of books, which has now been supplied. On the other hand, in all but the best schools there is a tendency to curtail, sometimes to omit altogether, the religious instruction of the younger children; and I think also I can trace the effect of harder *driving* in details in their more jaded and less interested look, as though they liked school somewhat less than they used to do. I confess I shall not be reconciled by quicker advances in knowledge (supposing them to be attained) to the loss of what has always been one of the chief boasts of our system, the children's love of school and the moral influences grounded on that love.

18. (*c.*) Even in my short experience, the results of the examination have, in several instances, been seriously affected by an element not reducible to theory, viz., *weather*. The most striking instances have been at Alnwick girls' national school, at Lady Waterford's school at Ford, and the colliery school at Collierley. Rain in the first instance, and snow in the two latter, diminished by 25 or 30 per cent. the chances of the examination day. The *exact* number at Alnwick was, 22 absentees out of 79 on the list for examination.

19. (*d.*) I am speaking now of results not causes. Yet there is one cause already in partial operation which deserves to be noticed,—the reduction of the number of teachers. My experience so far is to this effect. Reduction of staff.

In not one of the *new* schools, except Workington, were any candidates for apprenticeship presented.

In each of the *three* schools in Darlington one pupil-teacher had retired from the service; in St. Cuthbert's there was another vacancy impending. Yet there were no candidates.

At Stockton Trinity, with an average attendance of 81 and no pupil-teacher, there was no candidate.

At Stockton industrial school, with two apprenticeships on the point of expiring, there was no candidate.

At Stockton St. Thomas' there was one male candidate, the master's brother.

At Barnard Castle there was a full supply of candidates to fill the three vacancies.

In the four boys' schools in Durham there was no vacancy. In each of the two practising schools connected with the female training college, there was one vacancy and a candidate to fill it.

At Jarrow there was no male and no qualified female candidate.

At Alnwick national boys' school, one pupil-teacher had retired, and another was useless and likely to be withdrawn: there was no candidate. In the girls' school, there was no vacancy.

In the Duke's school, the pupil-teacher was retiring; there was no candidate.

In the Corporation school, both apprenticeships were ended; there was no candidate.

The second master of Darlington St. Cuthbert has left, and I understand it is likely that the same thing will happen at Newcastle St. Andrew's. On the other hand second masters have been appointed at the Duke of Northumberland's school, Alnwick, and at Gateshead; assistant masters (ex-pupil-teachers) at Alnwick national, Alnwick Corporation, Barnard Castle, and possibly in other places.

Disappearance of pupil-teachers.

20. On the whole, it seems that pupil-teachers are likely to disappear, or be reduced to a very small number, confined probably to a few town schools. There is no evidence as yet that they will be replaced to anything like the full extent by second or assistant masters. The causes are chiefly two, the increased scarcity of candidates, and the still greater scarcity of funds. It is in vain to tell managers that the pupil-teachers will pay for their stipend by the increase of the grant; the answer is conclusive: on the one hand it is more than doubtful whether the services even of a good pupil-teacher will increase the grant by 10*l.*, which is equivalent to 25 children passing in all subjects; on the other hand, this is at least uncertain, and school committees are seldom in a position to incur certain liabilities on the strength of contingent, not to say improbable, income. A year or two hence it is possible that balance sheets may give more encouragement to financial ventures.

Supply of students.

21. Connected with this dearth of candidates for apprenticeship is the comparatively deficient supply of candidates for admission into the training schools. My present district furnished 10 male and 5 female candidates; the four counties 13 male and 12 female. One candidate, Jane Ellen Fairbairn, of Hendon (Sunderland), has, for the first time on the female side, secured for the district the honour of the highest place on the list.

Evening schools.

22. Evening schools are an important part of the present educational machinery. Their inspection is, however, diffi-

cult, and all the more so because they are chiefly found in towns, where the inspection is now fixed for the last quarter of the year, at the very beginning of the night school season. I hope to be able to visit some of them in February and March, reserving my report till the regular time of inspection. Up to the present time I have only seen one new night school, viz., Bellingham, and examined the night scholars of another, viz., Mindrim. These are the only instances I have yet met with of evening meetings of country schools. That at Mindrim (now, I am sorry to say, discontinued) produced six or seven young men, shepherds, joiners, and so on, who seemed to be in earnest, and making some progress. That at Bellingham included 10 or 12 scholars, of very varied attainments; the master seemed to feel the labour too much for him.

Of the older night schools, Darlington St. Cuthbert's had been discontinued, though not unlikely to be resumed or replaced by one at Trinity; Durham Blue Coat was hardly equal to its former condition; that at Henderson's factory was only meeting once a week, and for boys alone; Newcastle, Castle Garth, was rather improved, but still feeble; Bishop Auckland I did not see. On the whole, the question of evening schools, as an important educational agency, cannot be said to have made much progress. I have heard, however, of several others projected, some of which may be in actual operation.

Log-book.

23. Let me here say a word on the much abused log-book. Very few teachers have yet learnt to value it as it deserves, or to use it so as to make it of value. The very few well-kept log-books that I have seen go far to satisfy me that, rightly used, it is not only a check on carelessness, but a most efficient help to an accurate teacher. I hope to find it, on my second visit, bearing its testimony to the fact that the head teacher of each school has, week by week, and month by month, "taken stock" of his classes, by that close review in detail of all their work, without which the most vigorous teaching may produce most disappointing results.

Financial results.

24. It would be premature to say much about the financial results of the Revised Code. My *data* are still so imperfect that I do not venture to submit any figures, or to estimate the average amount of loss under the Revised Code. The only point that seems to me clear is this, that there are only three classes of schools which can as a rule escape serious loss, viz., (1), infant schools without pupil-teachers; (2), schools with average attendance from 50 or 60 to 89, also

without pupil-teachers; (3), schools under "registered" teachers who had no augmentation to lose.

Effects on schools.

25. There are four possible ways in which this loss of Government aid can be met. Either—

(*a*) By increased subscriptions; or,
(*b*) By increased school pence; or
(*c*) By reduction of staff; or
(*d*) By reduction of salary.

I do not hear much of increased subscriptions. The few who are givers generally feel that they are doing their part; and there is nothing in the present aspect of education to stir up those who have been apathetic.

An increase of school pence has been tried, with good results, in all the schools in Durham and elsewhere.

The reduction of the staff of pupil-teachers is proceeding rapidly.

The nominal salaries of teachers have nowhere, I believe, been reduced. The most hard pressed managers are endeavouring to avoid a retrenchment so fatal. In a larger number of instances than I expected they have undertaken to make good the entire loss of augmentation. More frequently they have given the teacher so large an interest in the grants as to encourage him to hope to replace the whole or the greater part of his former income from Government. Unfortunately, from the very nature of the case, the lowest salaries are found in the poorest schools; and consequently it is those teachers who had least before who run the greatest risk of losing part of that little. Town schools, town teachers, town managers, can generally take care of themselves; it is on poorly paid country teachers and country managers, who are already making sacrifices beyond their means, that the loss is falling with real severity. Still, up to the present time, I have only heard of one school withdrawn from inspection.

Conclusion.

These are the present facts of my district. I wish I could draw from them encouragement or hope. Such as they are I leave them to speak for themselves.

I have the honour to be, &c.

G. R. Moncreiff.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. J. P. NORRIS, M.A., *late Fellow of Trinity College, Cambridge, on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* CHESTER, SALOP, STAFFORD, *and* KENT.

MY LORDS, Beckenham, Kent, January 1864.

THE report which I have the honour to present to your Lordships, for the year ending 31st August 1863, is based upon two distinct groups of schools. During the earlier six months of that year I was occupied among the schools of my former district,—Cheshire, Shropshire, and Staffordshire, during the latter six months in those of my new district, comprising two-thirds of the area and six-sevenths of the population of the county of Kent.* Comparison of two districts.

It was with much interest that I entered on this new field of work. After 14 years' experience of the schools of those north-midland counties, I was curious to observe and compare the educational features of this south-eastern corner of England.

Outwardly the two districts presented as great a contrast as could well be imagined. One almost entirely inland, the other having an extended coast line; coal and red sandstone colouring the former, chalk and alluvial gravels characterizing the latter; those northern provinces spreading into plains of tillage and pasture or rising into bold moorland hills; Kent a series of gentler undulations; there a surface half covered with mines and manufactures, here a garden of fruit trees, coppice wood, and hop grounds. So with the people, those northerners had a rough independent character and a shrewd mother-wit of their own; these southrons are fast losing all originality under the nearer influences of London. In one respect only are the districts alike, in each the town and country populations are about equally balanced, only *there* it is the coalfields with their manufactures of iron, pottery, silk, and cotton, that attract the dense population; here it is the sea-board with its great arsenals of Woolwich and Chatham, and the cluster of watering-places on the eastern coast. Geographical contrast.

With so many geographical differences it might have been expected that the schools of the one district would prove to be very unlike the schools of the other. And yet, after visiting more than a hundred of these Kent schools, I Educational similarity.

* My new district is equal in area to one-third, in population to two-fifths, of my old district.

find but few essential features by which I can distinguish them as a group from the schools of my old district. Here, as there, I find success depending far more on the good sense of the managers and teachers than on the local circumstances that surround them. So far as these latter are concerned, the difficulties here are much the same as there; the schools which are near the great dockyards and arsenals of the Thames and Medway, have to compete (though perhaps to a less degree) with the same incessant demand for children's labour that keeps down the age of scholars in the iron and coal districts of Staffordshire.* The school attendance at Margate, Ramsgate, Dover, and Folkestone fluctuates as irregularly as it used to do in the group of towns that make up the new borough of Birkenhead; the schools of Canterbury and Maidstone pair off very equally with those of Chester and Shrewsbury; Faversham with its brick fields and admirable district school reminds me of Burton-on-Trent; in the rural districts of Kent, the hop culture and fruit picking empty the schools in the summer months, as inevitably as the seed times and harvests of the Cheshire and Shropshire plains. Here, as there, I am told of the parents' apathy, and the insufficiency of subscriptions. Here, as there, a successful school is surely found wherever a cheerful sensible clergyman carries his parish along with him in the work of education.

Statistically I find the two districts running parallel with each other. In my late district I computed that there was a church school† to every 2,440 of the population; in my present district there is one to every 2,499. Of the 653 church schools† of those three counties, 425 were in receipt of annual grants when I left the district, *i.e.*, 65 per cent. Of the 250 church schools comprised in my present district, 154 receive annual grants, *i.e.*, 62 per cent.‡

Slight superiority of Kent schools.

As to the efficiency of the schools of the two districts, the advantage, so far as I have gone, appears to be somewhat on the side of Kent. In my general report for 1861 I stated that of the church schools receiving annual grants in

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* See the statistics of the ten schools under inspection in the Medway group of towns in the Appendix, illustrating most forcibly the difficulties with which they have to contend.

† By "school," I mean throughout this report an institution comprising, it may be, two or more departments.

‡ In the list of pupil-teachers who "passed for admission into normal "schools" last December, I observe 24 from my new district, and 72 from my old. This large number from my old district—exceeding by 12 the number who gained the Queen's scholarships in December 1862—seems to show that our pupil-teachers are by no means forsaking their career as teachers.

Cheshire, Staffordshire, and Shropshire, I marked "one-fourth as decidedly *good*, more than one-half as *fair*, and the remainder, less than one-fourth, as *moderate*." Of the 100 schools that I have examined in Kent, I find from my memoranda that 34 per cent., or about one-third, were marked *good* or *very good*; 48 per cent., about one-half, were marked *fair* or *very fair*, and 18 per cent. *unsatisfactory*. This somewhat larger proportion of good schools in Kent I ascribe to three principal causes:

Its causes.

1. In those northern counties the dialect and pronunciation of the people present greater difficulty to the teacher than in Kent.

2. The schools of the mining and manufacturing districts of north and south Staffordshire lose their children at an earlier age than those of any other part of England with which I am acquainted. Kent, in this respect, is on a level with the rest of England, 30 per cent. of the school children being 10 years old and upwards; whereas in my former district the proportion was only 25 per cent.*

3. Wherever I have gone in the diocese of Canterbury, I have found evidence of the benefit resulting to church education from the very efficient scheme of biennial inspection, carried on during the last 13 years under the auspices of the Diocesan Board, by their inspector, the Rev. B. F. Smith.

Three classes of school wanting in Kent.

These three favouring circumstances would doubtless give the Kent schools a more decided superiority over those of my former district, were it not that in certain other respects those three northern counties have an advantage over Kent. I had *there*, under my inspection, three distinct classes of schools, which *here*, in my Kent list, are wanting.

1. Half-time schools.
2. Schools supported by proprietors of great works.
3. Estate schools.

1. "Half-time schools."

Schools of the first class, *i.e.*, schools where the *regular attendance of half-timers until the completion of their 13th year* is required by law, can of course only exist where the Factory Acts are in force, namely, in connexion with spinning or weaving mills. The benefit of these wise provisions is most evident in the great towns of the cotton and silk trade, and might be largely increased by a few very simple amendments of the law. It should be required, and it might *now* be most fairly required, that all schools

* I am assuming that the proportion of infant schools—a most important element in these calculations—is about the same for the two districts.

fulfilling the purposes of the act should be under Government inspection, that the surgeon's certificate of age should be superseded by a certificate of registration, and lastly, not only attendance at school for certain hours, but also a certificate of having "passed" in the fourth or fifth or sixth standard of the Revised Code should be required. With such amendments it is confessed on all hands by those competent to form an opinion that the benefit of these acts would be very considerably increased, and their evasion rendered far less possible. The application of some similar enactment to the Potteries has been frequently urged in my reports to your Lordships, and has been recently recommended by the Children's Employment Commissioners of 1862. If parliament legislate on this subject, it is to be hoped that the very moderate recommendations of the Commissioners may be adopted in their entirety, and that the matter may not be compromised, as was the case in the *Mines Act of* 1860, which, so far as its educational provisions are concerned, *has been a complete failure in the mining districts of Staffordshire and Shropshire.*

2. "Schools in connexion with great works."

The second class of schools which I find wanting in Kent* consists of schools established and supported in connexion with great works. I well remember the impression left on my mind by my first visit (just 14 years ago) to the magnificent group of schools erected, at an expense of nearly 5,000*l.*, by the Messrs. Chance, at their glassworks near Birmingham, for the benefit of their workpeople; and how, two years later, the late Mr. William Chance, saying that he had a pleasant surprise for me, took me to their chemical works, where I found a second group of schools, almost as expensive, just completed. It is the glory of Staffordshire that it can show so many establishments of this kind, testifying to a most enlightened interest in the welfare of their workpeople on the part of many of the leading manufacturers or iron and coal masters of the county. Messrs. Bagnalls, the British Iron Company, Mr. Foster, Messrs. Cochrane, and the Messrs. Barkers, in South Staffordshire,—and in the north the late Mr. Kinnersley at Kidsgrove, Lord Granville at Shelton, the late Mr. Minton at Hartshill, and the Messrs. Philips at Tean, have all established and undertaken the support of schools of this description; and my reports from year to year have borne witness to the very high standard

* The dockyard schools at Chatham, Deptford, Sheerness, and Woolwich are supported by Government, and fall under my colleague Dr. Woolley's inspection.

of efficiency attained by these schools almost without exception.

In Cheshire the admirable group of schools maintained by the London and North-western Railway Company at Crewe, and Lord Vernon's no less excellent schools at his Poynton collieries, are specimens of the same class; and in Shropshire the Coalbrookdale Company with yet greater munificence have built and support five distinct schools under five certificated teachers.

3. "Estate schools."

The third class of schools, which distinguish Cheshire so honourably, and which were not wanting in Staffordshire and Shropshire, consists of schools established and supported by large landed proprietors for the children of their tenantry.

In my annual reports to your Lordships the following schools of this description have almost uniformly appeared in the very first rank of rural schools:—

Acton school, established in 1845 by the late Mrs. Tomkinson of Dorfold; a model school in all respects.
Lawton school, established more than 30 years ago by Mrs. Lawton; admirably successful in training domestic servants, until 1860, when its management passed into other hands.
Tilstone school, maintained by J. Tollemache, Esq., M.P.
Bickley, by the Marquis of Cholmondeley.
Rostherne, with its rural half-time scheme for farm work, by Lord Egerton of Tatton.
Alderley girls' school, by Lady Stanley of Alderley.
Capesthorne and Siddington school, established by the late E. D. Davenport, Esq., and maintained by A. H. Davenport, Esq., in great efficiency, for the benefit of his tenantry.
Oulton girls' and infants' schools, by Lady Grey Egerton.
Crewe Green, by Lord Crewe.
Arley middle school, by R. Warburton, Esq.

These are all Cheshire schools. In Staffordshire the best of this kind under inspection are—

Lord Hatherton's at Penkridge and Cannock.
Mr. Watts Russell's at Ilam.
Sir Oswald Moseley's girls' school at Rolleston; and
Lord Calthorpe's at Perry.

In Shropshire the Lilleshall school, supported by the Duke of Sutherland, has always occupied a high place in my reports; it is on a level with the best rural schools of the three counties.

To compare with these seventeen "estate schools" of my old district, I have none of a like kind under my inspection in Kent, unless it be Lord Kingsdown's at Teston.

It may be said, therefore, generally, that my former district possessed three distinct kinds of elementary schools—half-time schools, works' schools, estates' schools—which are

not to be found among the schools under my inspection in Kent.

Prize schemes.

In one other respect also my former district had the advantage over my present district,—in its prize schemes. These prize schemes (in the 13th year of their operation) in North and South Staffordshire and in Shropshire, are now placed on a permanent footing, being administered by their local officers, and having a paid examiner. About 500*l.*, subscribed by the iron and coal masters and manufacturers, are annually awarded to the most successful candidates, the conditions being two years' regular attendance at a school under inspection, having completed their 11th year of age, and testimonials of good character. The total number thus qualified in the three districts last year was about 1,800, and of these the select number examined was 725. 212 received guinea Bibles; and 65, having received the Bible in previous years, won the 3*l.* prize (given in money). The adult education societies established in North and South Staffordshire now undertake the examination of the "old scholars" who used to be included in our prize scheme. Our great difficulty from the first has been how to prevent the prizes going to the children of small tradespeople, or clerks, or the like, who could afford to remain at school longer than the children of colliers, potters, and labourers. Up to the last year it was thought best not to attempt the almost hopeless task of drawing a line of demarcation between those who might and those who might not compete; and the subscribers were content that about half their money found its way to the class for whose encouragement it was specially intended. Since the publication of the Revised Code it has been ruled in South Staffordshire that those candidates only shall be eligible for prizes on whose account grants might be claimed under Article 4 of the Code—those, namely (to adopt your Lordship's definition),* "*who belong to the labouring class in the literal sense of* "*the words,* i.e., *persons who live by their own manual* "*labour only, and who do not employ capital in hiring* "*the labour of others.*" This definition is interpreted to include policemen, but to exclude clerks; to include "shop-"keepers who have petty stocks, and employ no one but "members of their own family," and to exclude any one who employs a servant or journeyman in his business.

Night-schools;

The subject of prize schemes leads me to that of *night*

* Circular letter to Her Majesty's Inspectors, on Article 4, R. C., dated 1st December 1863.

schools. I am persuaded that we shall fail to raise night schools into the position which your Lordships wish to see them occupy without the sort of stimulus afforded by prize schemes.

I do not know what the experience of my colleagues may be, but in my own district the examination of night schools is the most disappointing part of the administration of the Revised Code of Minutes. It was your Lordships' hope that henceforth a night school might be the rule, not the exception, in connexion with a day school. That this is far from being the case in this district may be seen in the fact that of 50 schools examined by me thus far under the Revised Code, only 11 had night schools.

Of these 11 night schools four were in country parishes and seven were in towns. Their aggregate attendance did not exceed 165—15 at each on an average.

Of the four country night schools *one* was assembled for me at 4 p.m., after the dismissal of the day scholars. In the other three parishes the night scholars could not meet except in the evening; and as there was no lodging for me, their examination was impossible, and the managers lost the grant on examination. I mention this to show the difficulty under which we labour in administering this part of the Revised Code. Of the seven town night schools I visited five in the evening, spending the night in the place for the purpose. The managers of the sixth were able to induce seven of their scholars to present themselves for examination in the dinner hour. The seventh was examined by my assistant, Mr. Emmerson, in the evening.

Now from this experience two things are, I think, self-evident. peculiar difficulties connected with them;

1st.—That school managers find it very difficult to maintain the attendance at night schools; and

2nd.—That their examination presents very serious difficulties to the inspector.

Now it seems to me that both these difficulties may be met, and can alone be met, by a well-organized prize scheme. might be partly met by a prize scheme.

The difficulty of inducing the youths of a parish to attend a night school twice or thrice a week during the winter months would certainly be lessened if the managers were able to hold out a reasonable hope that one in five, say, of those who so attended would win a prize of 20*s.* value—books, or a microscope, or a box of tools, or the like—to be presented to him at a public meeting.

And the difficulty of examining these night scholars for

grants, under the Revised Code, would be much lessened if we could, by the inducement of such a prize scheme, assemble them on a Saturday afternoon, or, if that were found difficult, on some evening, *for collective examination at central places.*

At present I hold a collective examination of pupil-teachers about once a month, on a Saturday, in 10 central places in my district. The pupil-teachers finish their work about two o'clock p.m.; it would add but little to my labour to give two more hours to an examination of night scholars, who would possibly find Saturday afternoon a convenient time, and the place of examination would be of course as accessible to them as to the pupil-teachers.*

It would be desirable, for reasons well known to all who have to do with night schools, to examine them in two separate groups, the boys in one room competing for one set of prizes, the men in another room competing for another set of prizes. The work would be on paper, and the papers, together with my reading marks, would, besides enabling me to award the prizes, also serve as a basis whereon to calculate the examination grant payable to each school. None should be admitted to examination who had not attended at least 24 evening meetings of the school. In all probability every scholar able to compete for these prizes would bring a grant of 5*s.* to his school, and the managers of each school would find it well worth their while to subscribe, say 1*l.*, out of the grant so obtained to the prize fund. To the prize fund thus obtained, many of the noblemen and gentlemen of the county would gladly add their 5*l.* or 10*l.* annually, as they did in Staffordshire.

With such "*results*" of the work done in each night school, and with a report from the inspector that he had seen the registers and log book, and questioned the teacher on his methods. I apprehend your Lordships would waive the requirement that the night school should be actually *inspected* in places where this would involve much inconvenience.

No one can estimate more highly than I do the importance of *inspection*, as well as *examination* of *day schools.* In day schools the discipline, method of government, organi-

* Since writing the above I proposed that the hundred night scholars who were to be examined in Maidstone should meet me on Saturday afternoon. I was told that not more than *five* would be able to do so. On Friday evening they said they could all attend at one central school-room. In the month of June (when the inspection of the Maidstone day schools takes place) no night scholar, I was informed, would be forthcoming.

zation, are of paramount importance. In night schools it is not so. It is not *education* but *instruction* only in certain specific subjects that is there aimed at. The enforcement of any exact method or discipline would often defeat the purpose of the institution. So long as the individual scholars make progress in their studies it really matters not much how this is effected. In the best night schools, class-teaching is often abandoned, and the teacher prefers to keep his scholars at work individually, going from one to the other with such help and direction as each may need. The *inspection* of such a school, as distinct from the examination of results, is clearly of not much value.

One great advantage attending the *collective* examination of night scholars would be that it would render it possible to comply with the universal desire of managers that their night scholars should be examined during the winter session of the school. Unless the night school examination be detached in the way proposed from the inspection of the day school, this desire could not, of course be complied with in the case of schools inspected in the summer months. But without the stimulus of a prize scheme I much doubt whether we shall accomplish this *collective* assembling of night scholars.

Analysis of "results" in reading, writing, and arithmetic.

As this has been my first experience of the operation of the kind of examination in reading, writing, and arithmetic, prescribed by the Revised Code, I have analysed the results obtained from 68 school departments situated in 36 separate places. I find that of 4,120 children "presented" on the schedules,—

331	failed to appear,
1,965	passed in all three subjects,
957	„ reading and writing,
149	„ reading and arithmetic,
109	„ writing and arithmetic,
230	„ reading only,
157	„ writing only,
44	„ arithmetic only,
178	failed altogether.
4,120	

Thus it appears (deducting the 331 absentees) that of 3,789 examined, more than one-half passed in all three subjects, a satisfactory result;

3,301	passed in reading,
3,188	„ writing,
2,267	„ arithmetic.

On the 3,789 who were examined, the managers obtained

an average grant of 6*s.* 2*d.* a head, or rather more than three-fourths of the maximum. On the total number "presented" (4,120) they obtained about 5*s.* 7*d.* a head, or seven-tenths of the maximum.

I find also that the number "presented" is about 90 per cent. of the average attendance.

Paramount importance of moral results.

That this examination of individual children, the younger as well as the elder, in the three necessary rudiments of all school work,—reading, writing, and ciphering,—is having a most wholesome effect on the work of the teacher throughout my district is very evident. But the prominence given to this, the lowest, though it may be the most indispensable department of the teacher's work—by the money value which has been attached to it, renders it more than ever incumbent on school managers to impress on those to whom we commit the children of our parishes that there are other "results" of a far higher value for which we hold them responsible.

The real "*results*" by which the teacher's work is to be measured are to be found, not in statistics of reading, writing, and arithmetic, but in the after conduct of their scholars.

There are two ways of teaching even these lowest rudiments—one dry and mechanical, the other active and exciting. Two teachers in two adjoining parishes may "pass" an equal proportion of their children, and may win equal grants of the public money, and yet one may have done nothing more for his children than give them these mere tools of learning, to be used as chance or caprice may direct, for good or for evil, in their after life; while the other, alongside of these elementary lessons, may have awakened, and to some extent informed, the reasoning powers; may have touched and quickened the affections; may have not only stored the memory with pleasant words and useful facts, but also given to the mind some taste of pure and noble thoughts, to the heart some feeling of kindly, unselfish emotions.

Herein lies the secret of the wide difference between the conduct in after life of the scholars of one school and of those of another. It would be difficult to over-estimate the service which many masters and mistresses with whom I am acquainted are rendering to the country, sending forth every year intelligent, conscientious boys and girls to strengthen the heart of the nation.

Without for one moment meaning that it would be practicable to make your Lordships' grants depend on such

"results" as these, I am very anxious that all who have to do with schools should steadily bear it in mind that it is on their good or bad success in the training of their children's characters that the merit of the teachers' work really depends; and that we inspectors, in our award of praise or blame, wish emphatically to take this view of their responsibilities. I have in previous reports endeavoured to bring before your Lordships' attention some of these moral results of our schools' work. In my report for the year 1861, I published some facts connected with the after conduct of girls who had left some of our best parish schools, which I regard as perhaps the most valuable testimony that I have ever been able to bear to the worth of our annual-grant schools. The bearing of such facts on the question of the supply of domestic servants—whether it is promoted or hindered by our education—is evident. In further illustration of this subject I will conclude my report by giving some notes of the career of "old scholars" furnished me by the teachers and managers of two or three schools in my former district.

"Old scholars."

The following list of 30 girls who were educated in one of the best parish schools of Shropshire, and who have all had at least five years' trial in service, may be taken as a sample of what many schools could have furnished:

E.N. Upper housemaid for several years in good families; much respected.
K.S. Nursery maid at Lady —— for several years; *very good character.*
A.B. For many years with Mrs. ——, and then kitchen maid in a gentleman's family; *excellent character.*
S.B. Schoolroom maid for several years at Lady ——; *much valued.*
E.P. Ladies' maid; *left school* 1853; *very steady.*
S.P. First assistant in the infant department; then nursery maid, now ladies' maid; very good and steady.
E.P. In the kitchen; about to be married to a respectable carpenter.
M.P. and A.P. Both in service and well conducted.
E.W. left school 1859; kitchen maid ever since in the same place.
S.C. Left school 1853; has been in service ever since; very steady and good.
S.T. In the kitchen in very good families; left school 1853.
M.T. In kitchen several years in the same family.
A.H. Married.
L.D. Laundry maid.
E.W. Housemaid in a gentleman's family; very good.
E.L. Well married at Wolverhampton.
E.L. Most *valuable* servant for many years.
M.L. *Very well* married at Halifax.
H.L. Very steady; good servant; laundry maid.
E.L. At home nursing her mother; very steady.
M.H. Very good servant in the nursery since 1855.
M.D. Very good; married in 1863.
A.R. Cook; very steady.

A.C. Married a gardener.
M.R. *Excellent* housemaid from 1855 to 1863; now nurse.
S.A.H. Very good; housemaid.
A.R. Cook; very steady.
M.A.H. Left school 1858; *very* good girl in all her places.
F.J. Housemaid; good.
C.T. Assistant with the infants, and then housemaid; *very good.*

The following list of "old scholars" from the boys' school of the same parish may be interesting to those who complain that no career is open to the sons of agricultural labourers in England:

The following are all of them sons of Labourers.

G.C. Carpenter at Stafford; an excellent youth; married and settled; comes to his old home occasionally on a Sunday; forward in Euclid while at school.
A.C. Carpenter at Wolverhampton; bears an excellent character for steadiness.
J.H. At Stoke; an engineer; a good and religious youth.
G.W. At service in London; excellent character. (One of the Euclid class at school.)
T.N. Carpenter and sawyer; (headman in choir).
C.T. Carpenter and Sunday school teacher.
B.W. Groom and gardener; (bass in choir).
D.T. Under stationmaster at Bedford, at 60*l.* per annum; age 22; got it by examination.
W.H., D.J., J.T. Certificated schoolmasters in charge of schools.
S.D. At the Cape under the Bishop of Cape Town, in charge of a whole district as schoolmaster and lay-missionary; preparing for holy orders.
T.R. Excellent in character; now our groom.
W.L. Collecting agent for L. & N.-W. Railway at Ludlow.
C.L. Guard, I think on the South Wales Railway.
T.L. Foreman in goods warehouse, Hereford.
E.L. Copying clerk at Shrewsbury station; (was a pupil-teacher for two years).
R.H. Ticket collector at W——; a most thoroughly good and well educated young man.
F.T. Guard on the L. & N.-W. Railway; only 20; was remarkable for his proficiency in Euclid and arithmetic at school; he won his advancement by examination.
H.T. Is living at Manchester as carpenter with excellent wages; a good fellow.
T.T. Butcher, doing well at Lilleshall.
W.B. At Woolwich; engineer with 2*l.* a week; (has married a captain's daughter).
S.H. Rapidly promoted in his regiment (Fusileer Guards); come to be serjeants in two years.
M.H. In post office in London; excellent conduct; married.
T.B., E.P. In Liverpool; carpenters; doing very well.
D.M'C. I have heard he owns and farms land in America.

It will be noticed how widely scattered these labourers' children have been over the country, in spite of settlement laws.

The following sketch of the career of the son of a forge

labourer is sent me by the master of a school in North Staffordshire :—

A—— W——, the son of a plate roller, had attended the —— school for a few years, when he was taken at an early age to work with his father, rendering him great assistance. The father, a great drunkard, often left A—— and his brother to do his work, frequently for a whole turn, while he was either at the public house drinking, or lying at home in a state of intoxication. A—— having a great desire to learn, prevailed upon his father to permit him to again attend school.

Rejoicing, he presented himself for admission, and by his diligence and earnestness fully repaid the master for all the care he bestowed upon him. He subsequently carried off the only prize for which he was able to contend, taking a high place on the prize list. While preparing for his examination, he was frequently called upon to work all night for his father, who was away on one of his drinking bouts. This was hard work for the lad, at school by day and work at night; but so earnest was he that he would attend school, having had but two or three hours' rest. Soon after winning his prize, against great competition, he was called upon to leave school for the forge, and as he was not comfortable with his father, on account of his drinking habits, he went to his uncle's, and by him was placed to check the time and work of his workmen. His course from that period has been upwards, and he is now at the age of 21 manager of the entire works, and part proprietor.

In conclusion, I will give entire the letter of two other schoolmasters whom I asked about the career of their old scholars, *limiting them to sons of labourers.*

REV. SIR, 1st February 1864.

IN accordance with your desire I send you a very brief outline of the career of several boys whom I can think of just at this moment; they are the sons of labourers and have been educated here. One entered at about 14 years of age into the grain department of one of the breweries in this town. He was punctual and attentive to his duties; he studied the qualities of barleys and malt, and eventually he was was apprenticed to the firm as a brewer. He is now getting a liberal and progressive salary, and probably at the termination of his apprenticeship his services will be worth from 400*l.* to 500*l.* a year.

Another left me rather young (but attended the night school); engaged at a brewery, first to deal out the allowance, next to mark and take the number of casks, then to keep books, and now he has received a very important appointment from the same firm as manager of ale stores in Dublin.

Next are two brothers who were engaged from school at the railway station. Their good conduct and business habits attracted the attention of a firm in this town. Now one is a ledger clerk there, and the other who is young holds a more subordinate office.

Another boy in whom I took great interest is the principal clerk in a small brewery here; and every confidence is placed in him by his master.

These have been placed in their respective positions through my recommendation, and I am not aware of more than one instance where a boy has failed to meet the expectations of his employers. He was led in error by crafty companions who sought his ruin, and after some time he enlisted as a soldier, and I believe he was killed in India.

I could give you many instances of boys similarly situated as the above (perhaps twenty). Most of them are receiving a greater salary than I am. I come frequently in contact with them; they always meet

me with a smiling face and a respectful nod of recognition. They seem grateful, I feel thankful. Often they come to me for advice, and I am always proud to give it, and perhaps you will not charge me with egotism when I tell you that I believe I have the same power over, and more influence with them now than I had when they were boys and seated on a bench in the school-room.

I am, &c.

Rev. J. P. Norris, (Signed) J. C.
Her Majesty's Inspector of Schools.

The following is the account of "old scholars" sent me from the second school :—

J.M. Began with farm service, and has been porter between two and three years at Wolverhampton.

G.M. Began in farm service; saved a little money, and took a small farm on which he prospered. Lord W. was so pleased with his intelligence and industry, that he offered him the farm he is now on of 160 acres.

S.M. Began with farm service; he went out to India with Sir S. T., who at his death left him a small legacy; now he farms, and keeps the Hotel at Worsley, in Lancashire.

T.M. Began with farm service; he is now a roller, and gets 50*s.* a week in the Mersey Steel Company.

All four brothers, the sons of one of our poorest of cottagers.

G.E. A poor deformed boy; mother dead; his father was afraid of sending him to school, fearing that the boys might seriously injure him in their games by running against him, &c. On leaving school he entered the service of the London and North-western Railway Company, and is now after eight years receiving a salary as clerk of 65*l.* a year; his employer lately told me how much he valued him, and that if I had another clerk like him, to send him at once.

G.W. Began as errand boy to a draper, Nantwich; next lived between four and five years at D—— as groom; now coachman to a gentleman, with whom he has lived three years; he has also shares in a lead mine.

T.G. In his 15th year in Mr. M.'s office; he has been stipendiary secretary to the provident club in our village 12 years, and collector of the vicarial tithes between four and five; he is highly respected by all in the neighbourhood.

J.P. Served his apprenticeship to a carpenter in Nantwich, and has risen to be the head carpenter at D—— Hall.

P.B. Began as usher at C—— Hall, and to assist the house carpenter, who took a liking to the lad for his quickness and intelligence, and partly taught him his trade; on leaving C—— Hall he apprenticed himself for two years to a carpenter; he has married his master's daughter, and doing very well in life.

J.W. Began with farm service, and has kept for the last five years a large country shop near Malpas for ironmongery, drapery, and grocery.

G.C. Began in farm service; he has been for the last six years porter on the London and North-western Railway; and when last over here, he had the promise of promotion to a guard.

J. and J.M. Both began in farm service; John is a porter, at the Mold Railway Station with 18*s.* a week; Joseph has 1*l.* a week in Mr. F.'s steam mills, Chester. I am proud to add, that the boys take great care of their widowed mother.

T.B. Two years as office boy to Mr. B——, solicitor, at 5*s.* per week; rose to 10*s.*, and has been four years clerk, stipend for the last year 65*l.*

J.B. Began in farm service; now keeps a draper and grocer's shop near Peckferton.

S.B. Began in service; obtained a situation at a guinea a week, in the telegraph office, and now keeps seven cows in Birmingham.

R.P. Began as page; rose to be valet to a travelling gentleman, and is now in his 5th year butler at M——— Manor House.

J.W. Began in service; has now risen to be a farmer.

J.H. Began in farm service at 30*s.* a year; afterwards with Mr. B—— the solicitor; rose from 3*s.* to 20*s.* a week; last year he had 70*l.* with the promise of another rise in stipend; he has been in Mr. B——'s office 13 years.

W.B. Began in farm service; he has been about seven years pointsman at Birmingham, at 1*l.* a week.

G.F. Apprenticed to a carpenter, and now carries on a large business as provision dealer.

H.G. An orphan boy from Suffolk; brought over to Acton for his education by the Rev. ———; apprenticed to a carpenter; married his master's niece. The whole business and premises are given up to him.

T.G. Our village shoemaker; employs two men, and an apprentice.

E.W. Began as helper in the stables and gardens at D——; apprenticed pupil-teacher; obtained a 1st class Queen's scholarship, a certificate, and is now a master of one of the London schools.

T.P. Began in farm service at 2*l.* a year, rose to be wagoner at 12*l.*; got on as fireman, &c. at Crewe, and now an engine driver at 4*s.* per day.

(Signed) W. A.

I call attention to the above as illustrating the "results" of our school training; and believing that evidence of this kind is far more valuable than the statistics on which we are too much in the habit of relying when forming an estimate of the value of education.

Nor can I better conclude my last report on a group of schools amongst which I have spent 14 very happy years than by testifying, however imperfectly, to the success with which the teachers are discharging that part of their responsibilities which—lying, as it does, beyond the immediate notice of managers or examiners—must be fulfilled, if at all, in a spirit of faith and for conscience sake.

I have the honour to be, &c.

J. P. Norris.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Kind of School.	Name of School (Infants' Schools are left out of account).	Number of Children on the Books, aged												Total.	Who have been in the School						Admitted in last 12 Months. (B.)	Left in last 12 Months. (C.)	No. who have attended at all during the Year. (D.)	Highest Weekly Average in past Year.	Lowest Weekly Average in past Year.	Average Attendance for past Year.	Present ordinary Attendance.
		Under four Years.	Between four and five.	Between five and six.	Between six and seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.		Less than One Year. (A.)	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.							
Boys	Strood	—	—	5	10	9	15	13	12	16	5	4	—	89	36	21	14	8	10	—	56	80	166	109	70	82	85
"	St. John's N.S., Chatham	—	—	—	18	27	19	20	12	14	4	1	1	116	38	28	11	11	16	12	96	109	228	119	67	90	84
"	St. Nicholas, Rochester	—	—	—	—	5	20	28	25	6	14	13	4	115	36	32	19	16	9	3	45	21	136	94	63	82	87
"	St. Paul's N.S., Chatham	—	2	6	17	17	27	22	8	15	7	5	2	128	74	11	23	20	—	—	121	124	261	109	68	93	78
"	St. Peter's, Rochester	—	—	—	10	16	25	15	16	14	4	4	—	104	51	43	10	—	—	—	123	72	191	95	60	80	82
"	Parochial S., Chatham	—	—	6	4	20	18	30	24	8	4	—	—	114	45	53	11	1	1	3	99	99	217	105	46	90	93
"	St. Margaret's, Rochester	—	—	—	9	18	21	17	10	12	10	5	—	102	55	14	12	5	12	6	94	75	182	85	49	72	71
"	Luton	5	7	15	25	16	15	11	14	16	3	3	—	130	60	22	21	11	6	5	102	94	199	91	41	77	81
"	Brompton	—	—	—	19	30	28	26	30	24	22	6	3	188	89	49	10	14	13	13	141	156	344	175	136	158	150
"	New Brompton	—	—	1	8	15	24	20	15	16	6	4	2	111	70	41	—	—	—	—	96	187	298	130	80	99	85
	Total boys													1,197	554	314	131	86	67	42	973	1,017					
Girls	Strood	—	—	5	27	9	13	14	14	9	10	2	2	105	23	16	14	17	21	14	79	56	146	74	36	67	84
"	St. John's N.S., Chatham	4	4	9	15	12	18	11	12	9	4	7	2	107	75	16	4	3	5	4	110	95	221	104	50	68	60
"	St. Nicholas, Rochester	—	—	—	—	24	14	15	12	18	9	10	8	110	29	21	18	19	11	12	40	27	139	89	59	72	80
"	St. Paul's N.S., Chatham	10	21	17	28	25	10	14	5	4	3	3	—	140	75	4	25	36	—	—	152	96	317	143	47	102	72
"	St. Peter's, Rochester	11	15	31	25	17	19	20	24	14	19	8	3	206	117	83	6	—	—	—	156	136	352	163	93	142	144
"	Parochial S., Chatham	9	11	16	20	24	20	6	8	2	1	3	—	120	65	44	10	11	—	—	117	105	247	122	41	92	90
"	St. Margaret's, Rochester	—	—	3	16	14	24	19	12	5	2	3	—	98	43	13	14	14	7	7	61	56	153	74	38	56	48
"	Luton	9	12	8	13	18	10	14	9	11	10	7	—	115	60	16	11	11	2	12	102	95	190	90	29	66	54
"	Brompton	9	17	10	6	9	9	6	10	5	7	4	—	92	36	18	9	12	11	6	53	56	155	90	58	70	76
"	New Brompton	11	17	17	25	14	6	7	7	9	2	4	2	121	103	18	—	—	—	—	239	186	347	125	45	95	94
	Total girls													1,214	627	249	114	123	57	55	1,109	908					
	Grand total	68	106	149	295	341	355	328	279	226	146	96	29	2,411	1,181	563	245	209	124	97	2,072	1,925	4,489	2,186	1,276	1,753	1,698
	Per cent.	3	4	6	12	14	15	14	12	9	6	4	1	100	49	23	10	9	5	4	86	80	186	91	49	73	70

N.B. The following instructive inferences may be drawn from the above figures:—

1. From column A,—that of the children found at school by the inspector, *one-half* have been less than a year at school.
2. From columns B, C, D,—that the mean length of stay at school is only 2¼ years.
3. From column D,—that for every 100 found by the inspector, there are 86 (come and gone during the year) whom he never sees.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* REV. C. J. ROBINSON, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BEDS, BUCKS, CAMBRIDGE, HERTS, HUNTS, *and* WILTS.

MY LORDS,

I HAVE the honour to present to your Lordships my report for the year ending 31st August 1863.

During the first six months of that period I assisted in the inspection of elementary schools in the counties of Bedford, Buckingham, Cambridge, Hertford, Huntingdon, and Wilts. In the month of March I took charge of the district allotted to me by direction of your Lordships, under the regulations of the Revised Code, comprising the counties of Hertford and Buckingham.

The schools under inspection in this district are situated in the midst of a population engaged, for the most part, in agricultural pursuits, whilst over a large portion of Hertfordshire, and in a smaller section of Buckinghamshire, straw plaiting is the constant employment of the labouring class, especially of females, from a very tender age, and in a part of the district, lying chiefly in the latter county, the manufacture of lace, though gradually diminishing, is still carried on. The same conditions of labour, varied in a few instances by paper mills, silk mills, or other manufactories demanding the employment of young hands, more or less affect the towns of the district, of which only eight are found with a population exceeding 5,000.

The 22 schools, comprising 36 departments, inspected by me in Wiltshire during the past year, were in receipt of annual grants, but 17 schools in the five counties first mentioned were visited for purposes of simple inspection. The latter, together with many others similarly circumstanced, had been previously inspected by me in former years, and presented the same general features which I had observed on other occasions. As a general rule, their condition is indifferent, and among them examples of utter inefficiency are to be met with. In some cases the teachers are badly paid, and then, almost invariably, badly qualified; in other cases the payment is better, though inadequate, but the efficiency of the schools very little, if at all, improved; the qualifications of the teacher, not necessarily, but most constantly rising or falling with the remuneration afforded. In all these instances I find a tone, discipline, and standard of attainment far below that which is usually maintained in

establishments employing trained and certificated teachers. Here, too, the furniture, books, and other appliances are usually on a par with the teaching power, even where good buildings have been already provided.

The obstacle to improvement in schools of this unsatisfactory type appears, as far as my experience goes, to lie, not so much in the actual poverty of a district as in the want of a leading manager, whose interest and activity will soon remove difficulties which before seemed to be insuperable. Funds fall short in certain cases, not, as it seems to me, because the neighbourhood is unable or even unwilling to contribute, but because no one undertakes, in behalf of the education of the poor, to stimulate the benevolence of those who have the means; or, on the other hand, funds enough are provided to secure a competent teacher for the children, but motives of charity towards an old dependent, or of contentedness with a state of glaring inefficiency, which length of time has sanctioned, prevent any change for the better.

Here and there owners of property, or persons interested in the parishes, still exclude the school from their list of charitable contributions, or subscribe a sum miserably insufficient for the purpose, as well as disproportioned to their own stake in the neighbourhood. With an ill grace they profess themselves dissentient from the general voice of the country, and allege, that in their opinion "the poor are "better without education." How far such a reason really determines the question of contributing it is impossible to demonstrate, but requires little sagacity to conjecture. Other instances might be cited where the problem of increasing the local resources of a school is more difficult of solution, such as when a parish is almost entirely held in possession by an absent and uninterested corporation; or, more rarely, where the ownership of a parish is divided amongst a large number of small occupants, who lack the ability, even if they entertain the wish, to raise the total of the subscriptions for educating a class socially below themselves, but whose education and intelligence are often found to be superior to their own.

The following schools in this district, which have been aided by building grants, do not employ certificated teachers:—

BUCKINGHAMSHIRE.

Aston Clinton.	Crawley, North.	Hulcott.
Bletchley.	Drayton Beauchamp.	Langley Marish.
Brickhill, Little.	Dunton.	Lavendon.
Chesham, Boys.	Granborough.	Leckhamsted.

Lee Common.	Ravenstone.	Stratford, Fenny.
St. Leonard's.	Risborough, Monk's.	Thornborough.
North Marston.	Risborough, Prince's.	Tyler's Green.
Milton Keynes.	Stewkley.	Whaddon.
Mursley.	Stoke Goldington.	Wingrave and Rownham.
Olney.	Stoke Hamond.	
Oving.	Stoke Mandeville.	

HERTFORDSHIRE.

Alban's, St., N.S.	Burnham Green.	Pelham Brent.
Anstey.	Chipperfield.	Stevenage.
Baldock.	Gaddesden, Great.	Tring, Boys'.
Barnet, Chipping.	Hertford, Girls' Industrial.	Ware, N.S.
Bennington.	Hormead, Great.	Watford Heath.
Buckland.	Manden, Great.	Willian.
Buntingford.		Wymondley, Great.

Of this number two schools, one at Dunton and the other at Watford Heath, are extinguished, and the buildings are not used for school purposes.

On taking charge of this new district I found 139 schools in the receipt of annual grants; viz., 85 schools in Herts, consisting of 116 departments, and 54 schools in Bucks, consisting of 74 departments.

Altogether 168 certificated teachers found employment in the schools of the district, of whom 70 were masters and 98 were mistresses.

Hertfordshire contained 38 masters and 67 mistresses in schools where 33 male and 74 female pupil-teachers were apprenticed, and 6,954 children were in average attendance, of which number 3,650 were boys and 3,304 were girls; 24 of these schools are for boys, 19 for girls, 18 for infants, and 44 are mixed establishments; 14 of the latter are conducted by masters and 30 by mistresses.

Buckinghamshire contained 32 masters and 31 mistresses in schools where 13 male and 36 female pupil-teachers were apprenticed and 3,944 children were in average attendance, of which number 2,113 were boys and 1,831 were girls; 14 of these schools are for boys, seven for girls, seven for infants, and 35 are mixed establishments; 18 of the latter are conducted by masters and 17 by mistresses.

It is to be remarked that 59 of these certificated teachers, or upwards of one-third of the whole number, are employed in small parishes or places which furnish less than 100 children in average attendance at school.

25 of these schools, owing to pressure of work, were permitted to receive the grants this year without inspection.

16 of the schools were inspected by the Rev. D. J. Stewart,

and the remainder were visited by myself. The latter consisted of 127 departments under separate teachers, viz:—

28 Boys' Schools.
23 Girls' „
23 Infants' „
53 Mixed „

The aided schools in the two counties composing the district assigned to me, may be said to have existed rather than progressed during the last 12 months. Their condition has been not more than stationary.

Up to this point, stimulated by the minutes of 1846, education has made gradual though not rapid progress in them; at this crisis there appears to be a halting time before settling down to the new regulations just coming into effect. Fewer schools are very good this year, not so many are good in discipline and acquirements, far more are content with reaching a fair standard only, some drop below the level they have hitherto attained. These variations, which occur always, have now taken place in a greater degree. The tendency, if anything, has been downwards rather than as hitherto within my experience upwards. In a sense education has lost ground, because the progress of preceding years has been absent this year. This is true both of the multiplication of schools and of the internal management of existing schools.

In many schools I have found that changes of teachers had already taken place or were impending. Old and experienced teachers have most frequently given place to younger ones. The arrangements for the payment of salaries are for the present unsettled, waiting for a solution until the receipts from the Parliamentary fund under the Revised Code are ascertained. The staff of teachers is being gradually reduced. The existing pupil-teachers are retiring in much greater numbers, or looking forward to other employment at the completion of their apprenticeships. There is a general inclination to substitute monitors for apprentices, or to carry on the school without assistance. Suitable candidates are found to offer themselves in decreasing numbers.

Without doubt the most prominent feature of the present time is the gradual melting away of the class of pupil-teachers created under the provisions of past Minutes of Council.

At the same time I cannot mistake that a diminution of energy and interest, exhibited in a lessened care of details and a lightened anxiety for the essential niceties of school

management, is very general among teachers themselves as well as pupil-teachers.

In this attitude the schools of this district are preparing to pass under the new regulations.

The whole of the previously established schools have received their last grants under the expiring minutes during the past year. Not more than one or two cases of inspection under the Revised Code had yet occurred in the district.

Instruction.

My remarks upon the different branches of instruction in our aided schools are offered in the order in which they are usually reckoned.

Religious instruction and moral training.

It is due to the zeal of managers, and the painstaking of teachers, to record that in no respect is the contrast between aided and unaided schools more marked than in the *religious instruction* and *moral training*. There can be no doubt that the children carry away as good a knowledge of the Bible, and receive as distinct and wholesome impressions of morals, as can be expected for their years and considering the length of time they are under instruction. It is the most satisfactory result which attends the liberality of those who give to the children of the poor the benefits of a trained and educated teacher. If the great personal sacrifices so often made by the benevolent met with no other reward, the improved education of the heart and feelings so commonly effected in schools maintaining their efficiency, would of itself be enough, while it may be said with truth that the safest guarantee for thorough teaching in the staple subjects of reading, writing, and arithmetic has been success in the primary subject,—a knowledge of God's word and will. Where a teacher is best adapted by intelligence, character, and professional skill to impart and impress upon his scholars the latter, he will, almost without exception, win the highest reputation in the former, and where earnestness and industry extend to the one they will surely embrace the other.

Reading.

No subject of instruction has made more real strides in the last few years than *reading*, partly, no doubt, from the increased attention and care bestowed upon it, but perhaps as much owing to a better supply of desirable books, and a better selection of them introduced into schools. Intelligence and expression may yet make better progress, especially amongst boys, in whose case the greatest difficulties are to be overcome, and it may be hoped that enterprising publishers, encouraged by the increasing demand, will con-

tinue and enlarge the issue of entertaining books for reading at a reasonable price.

The cheapest reading books, apparently irrespective of their qualities, still continue to be too attractive in schools, and are perpetuated through generations of children; or again, a class is worked on through and through a single book, till promotion provides an escape from the dull lessons long known by heart. The day may arrive when the children are introduced to some strange book, possibly in the presence of an all powerful patroness or patron, and it need not be surprising that a miserable failure follows.

Writing. *Writing* is not, on the whole, so satisfactory as it might be. I do not attribute this to want of care and proper attention on the part of the teacher. Generally the writing lessons appear to me to receive enough personal direction to warrant the expectation of better results, though it may be forgotten sometimes, or not sufficiently understood, that writing is an art which, as it does not come by nature, cannot be left to carry itself on as a machine when it is once set going. Perhaps in no branch of elementary instruction is so much precaution required against the formation of a bad habit which, when fixed, can scarcely be eradicated. The earliest stages of learning to write are the most critical, and bear most seriously for better or worse upon the formation of the hand. The quality of the handwriting, however, seems to be affected by other causes, such as the too frequent selection of copy books made of inferior paper, and filled with copy setting in a bad style, or ruled with a complication of supposed helps to "make the writing easy." This is the most prevalent hindrance. Not seldom pens of moderate make are supplied, either as the only local production or as drawing least upon the funds. In the case of girls, the preference for angular writing, as more refined, has not entirely disappeared, though long ago discarded by the best teachers.

Dictation. As a branch of writing, *dictation* deserves more particularity than it sometimes receives. Where the old methods of teaching to spell have been recently abandoned, it not unfrequently seems to be thought enough if dictation, however unskilfully performed, be adopted as the alternative. To realize that a dictation exercise in its delivery and execution involves many items of accurate observance, on which successful results depend, is reserved for another stage of progress. Among these particulars a strictly honest performance of their work by the children occupies a first place in the care of the teacher.

The methods of teaching *arithmetic* are gradually improving; in schools conducted by mistresses I am glad to notice decided progress; instances might be named which would now make no mean figure by the side of the best boys' schools. Numeration, accuracy of method, promptness of execution, in questions applied to things and involving thought, are much more commonly exercised and more thoroughly imparted. Scarcely any teacher is now content with the slovenly habits of teaching arithmetic which used to prevail. The advantage of teaching the younger children the value and effect of number by methods suited to their years is more clearly discerned and more extensively practised. Arithmetic.

What are called "the higher subjects," as grammar, geography, history, are unknown as separate and distinct lessons in most of the schools in the district. Managers rightly consider that where the children are withdrawn from educational influences at such an early age as is customary in rural neighbourhoods, the time is better spent on those subjects which are of prime necessity, and which can with difficulty be perfected during their school life. These subjects naturally come in, by the way, as illustrative or explanatory, for a not undue share of attention during other lessons, and are collaterally beneficial when intelligently applied. Higher subjects.

It has been stated by some that these higher subjects have been too much or too commonly cultivated to the neglect or disparagement of weightier matters. This assertion does not apply to any schools which have come under my observation. If a young master or mistress has at times given undue prominence to these subjects, the fault, which rarely happens excepting at the outset of a teacher's career, is quickly corrected by a practical acquaintance with the necessities of elementary instruction which experience at once acknowledges. Wherever the children remain a longer time at school, and the elements have been for the most part mastered, their minds are not allowed to stagnate, but the rudiments of grammar, geography, and history have, amongst other things, produced much useful fruit.

Another objection has been taken in some quarters, that in many of our schools the progress of the scholars in the lower classes bears no reasonable proportion to that which is made in the upper classes, and the charge of neglecting the younger children, to the general detriment of the schools, has been fastened upon the teachers.

The masters and mistresses who are employed in this

district are not, as a class, in my opinion, open to such a serious imputation. Even where no higher motive would weigh with them, they are sufficiently alive to the suicidal consequence of neglect in the early stages of a child's education. Scarcely any are found so improvident as intentionally to leave lost ground to be regained, if at all, doubtfully and at the cost of extreme labour, when the higher class is reached. Few blind themselves to the inevitable result in the gradual depression of the standard of the class itself. Generally all is done for the lower end of the school that can be done under the circumstances, and very commonly it is surprising that so much can be done for the children under the given conditions. Many schools in a rural district receive boys, girls, and infants in one room, and sorely tax the skill, patience, and ingenuity of teachers to provide for all as they severally require; to conduct, as it were, two schools in the same room—for a section of infants, and above these for children of all ages. The absence of any assistance, or a supply of helpers who are educationally worthless, frequently complicates the situation and doubles the labour of teaching. I think the majority of teachers meet and deal with these difficulties in a manner which deserves high commendation.

I have the honour to be, &c.

C. J. ROBINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. T. W. SHARPE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the* WEST RIDING OF YORKSHIRE.

MY LORDS, Leeds, 21 January 1864.

I HAVE the honour to submit my General Report for the year ending August 31, 1863.

My work has been confined to the manufacturing districts of the West Riding of Yorkshire almost entirely. The four last months of the year were employed in the inspection of that portion of Yorkshire which their Lordships had assigned to me under the recent changes in the mode of district inspection. This district comprises the manufacturing towns of Leeds, Bradford, Halifax, and Dewsbury, with the north-western portion of the West Riding. There are in the district about 130 schools in manufacturing localities, and 60 agricultural schools in the receipt of annual grants, and about 40 others liable to inspection on various grounds.

The first eight months of the year were employed in inspection under the Old Code; the last four months in inspection and examination combined under the Revised Code. Inspection under the Revised Code did not come generally into operation for the months of May and June; but owing to the re-arrangement of the dates of school inspection consequent on the re-distribution of districts, the majority of the schools in the Leeds district, which would have been inspected towards the close of the year, under the Revised Code, received partial grants and were inspected at an earlier date. The experience of those two months' unaided work proved that the necessary mechanical routine of examination, prescribed by the Revised Code, would preclude all possibility of carrying on the ordinary inspection.

It is very desirable that the inspection of a school should not be sharply defined from the formal examination of individual children. The one, in fact, relieves the other to all concerned. The certainty of the prescribed examination corrects the indefiniteness of the varied methods of inspection, while the variety of methods by which an inspector aims at testing the character and intelligence of a school prevents his visit from degenerating into a mere mechanical examination of certain facts, laborious and degrading to all concerned. For the two months above mentioned I was unable to undertake more than the mechanical part of my

duty. Since then your Lordships have kindly granted me the help of an assistant, who will relieve me of two-thirds of the more formal examination of the individual children in the elementary subjects.

Having classified the schools inspected under the usual heads, I find that I have placed under the head of Good or Very Fair, 40 per cent.; Fair or Moderate, 55 per cent.; of very little service, 5 per cent.

This last small class of schools were not inspected for the purposes of annual grants, but in most cases to consult with the managers for the purposes of improvement. Of the schools receiving annual grants, I find that I have placed under the head of Good or Very Fair, 43 per cent; Fair or Moderate, 57 per cent.

School attendance.

The general testimony of teachers tends to show a slight improvement in two ways, that there is a greater readiness on the part of parents to send their children regularly, and that the attendance has been more steady through the past year. This applies to the older children more especially, the younger children having suffered severely in the large towns from a variety of epidemics. But the attendance is still painfully irregular in the lower districts and is even aggravated by the abundant means of education provided. In some cases the number of children admitted is double the number under education at one time. It is found, however, that many of them have changed from school to school, and have left either from inability to pay arrears of school-fees or from offence taken by the parents, but more often from the caprice of the scholars themselves, who at a very early age in manufacturing districts govern their parents. Managers would do well to look more closely into the case of this irregular fringe of scholars. They learn very little, cause much useless trouble to the teachers, and bring in very little to the school income.

In a school of 150 children I found that 20 of the most irregular had contributed only 10*d.* on the average in the year to the school funds. Such scholars under the Revised Code would be a serious loss to the school in every way. It would be more economical in neighbourhoods thickly populated, where schools are numerous, for the managers collectively to establish some joint free school, not necessarily a ragged school, where the children of parents professing themselves unable temporarily to pay the fees might be sent, instead of being allowed to migrate from one place to another. At all events it would be wise, in order to avoid pecuniary loss, to establish defensive communication with

each other, and keep some common register or black list of these Arabs of the schools.

On the other hand, if these children are admitted, the teacher should not be allowed to shunt them collectively, with very little regard to classification, into one class-siding, to be out of the way of the more regular train, as I have found in several instances. If admitted and allowed to continue at school, they should be as carefully classified as the others.

Still it is not sufficiently recognized in a considerable number of schools that their normal state of attendance is irregularity. The village teacher may claim his children with tolerable certainty for the five cold months, the half-time school as long as work is good; the upper class of National schools as long as there is no "feast" in the neighbourhood; but there are many schools where, perhaps, the first class and the babies come regularly, the others do much as they please. It is of no use to say that, if the children are regular, an excellent education awaits them. The same routine of time-table and methods, suited for the higher class of school, is not adapted to the lower. Nor will a mere recapitulation of lessons at stated periods meet the difficulty. It is often the case, when half-time children are mixed with day scholars, that the same lesson is repeated almost *totidem verbis* both morning and afternoon to the class unnecessarily wearying both the teacher and day scholars. The same lesson may be given, the same in outline and leading facts, but with an expansion of different details at the two lessons. If we extend the same principle to more irregular absences, the teacher, having once ascertained by experience what the law of irregularity was, might arrange groups of lessons in such a way that the general purpose and end should be grasped by all, though the individual lessons might have been attended by very variable classes.

Registers.

The returns drawn from the registers are to some extent rendered inaccurate by this irregularity of attendance. The same child may figure in the books of two or three different schools; he would appear as three children in the returns, while his school stay would be diminished on the average to one-third. This inaccuracy might be removed by fixing the same day for all schools to make their return of the children under instruction, the teacher ascertaining who were absent from sickness or any other cause. Registers, also, as at present kept, often contain useless items, carried forward through the year. All such entries are worse than useless, wasting much valuable time.

Half-timers. Trade has been so good throughout the woollen districts that half-time schools have rarely been so well and steadily filled. So great has been the demand for half-time labour as to bring within the operation of the Act a number of older children, especially girls, in many cases almost 13 years of age, who could not say a single letter. Some of these, having surmounted the first difficulty of learning at all, have voluntarily given an additional attendance at the night schools. The good effect of the half-time system are especially perceptible in night schools. The half-time scholar, having already formed the habit of uniting study with the daily work of life, is more commonly to be found in night schools than the fellow mill hand who has to form the union voluntarily, without the gentle compulsion of the law. In two instances, also, children employed about mills, but not employed directly in any textile manufacture, have been sent by their parents to school on the half-time system, though exempt from the operation of the Act, no doubt from seeing the beneficial effects of the system—a double boon to the children, preventing the double school attendance at an earlier age, and keeping them at school till of an age voluntarily to continue intellectual exertion.

Children employed in collieries. These children seem to derive more benefit from the short school hours prescribed by the recent Act, when the hours are spread over three or four attendances at night schools, rather than when lumped together in a morning and afternoon attendance. Teachers generally do not regard with much favour the latter method of observing the Act.

Other children. A more general Act would be a great benefit to children employed in other trades. I may instance the case of children of eight years old employed in rope walks for the whole day turning a wheel, a monotony of work equally depressing both to their physical and intellectual powers.

With regard to the class of children under education in National schools there has been considerable misapprehension, especially among the employers of labour. Managers have in many instances been refused subscriptions on the ground that the parents were well able to provide teachers for their children. No doubt in the manufacturing towns the school fees are still lower than could be paid in many instances, and in one case when several neighbouring schools combined to raise their fees, the increase of payment was met by the parents without any very appreciable falling off in the attendance or any general complaint. But it is hardly

possible to draw the same line between classes of artizans that is drawn between farmers and labourers in a country parish. All managers of schools would hesitate to attempt a task so invidious and undesirable as regards the multiplication and distinction of classes, already too numerous.

Classes of children of course vary in National schools in the different localities of the same town. But in the three schools of Leeds likely to possess the greatest number of scholars above the class living by manual labour, not more than five per cent. were found; in most of the schools none. No complaint could, therefore, be made that the grant of public money made to National schools for the education of the labouring classes had not reached its proper destination.

There is one danger likely to arise from the more rigid exclusion of the higher class of children from the public grant.

These children have been charged a higher fee, and, to compensate for this, been placed in a select class. A tendency also was shown in one instance to appropriate the greater part of the time of the certificated teacher to the children of the smaller manufacturers, and to hand the poorer children over chiefly to the care of an assistant. There will always be the danger, where this select class is introduced, of the teachers paying more attention to this class, not from any partiality, but because they are able to stay at school longer, and so form necessarily the chief part of the first class. Such a class should be taught as much as possible from text-books, the teacher lending a helping hand when required, and so being enabled to devote at least an equal portion of his time to other classes composed chiefly of the poorer children.

Discipline.

It is an almost invariable rule that class-movements, whether to leave the room for play or to change lessons, are performed with very little waste of time and no more noise than is unavoidable. But in class there is often a degree of restlessness, proceeding sometimes from want of command in the teacher, but more often, and especially in junior classes, from neglect of the simple rule that the whole class should work collectively as much as possible and not individually. There is often also some confusion in entering and leaving school, caused by the bad position of the pegs for caps and bonnets. A good substantial porch is the only efficient remedy. The schoolroom is kept tidy and warm, and all confusion is avoided.

Religious knowledge.

There was considerable misapprehension at first with

regard to the probable effect of the Revised Code upon the religious knowledge of the children. But the prescribed order of examination, that the religious knowledge in Church of England schools should be satisfactory, before the inspector proceeded to inquire into other results, has almost entirely removed the misconception.

As regards the Scripture stories told to infants, it is of very little use to tell them without the aid of a picture. It is often painful, in the lower classes of boys' or mixed schools, to find a boy pupil-teacher explaining a story without such help in imposing language, and his little congregation yawning or playing, instead of listening to their first sermon. It is a common mistake also to attempt chronological order in the series of Scripture lessons given to very young children. The time-honoured preface, "Once upon a time," seems sufficient to recall the infant mind from the vastness of to-day to the distant epochs of Scripture without any painful attempt at connexion with other stories previously told. Oral Scripture lessons also for older children, though most useful for recapitulation or giving more general views than can be obtained by reading, are inferior to reading. Where reading is used, each chooses by "natural selection" what suits him best, and simple questions secure a simple comprehension of the whole.

Catechism. The Catechism is generally most carefully taught and with Scripture proofs, but not sufficiently illustrated by Scripture stories. This is especially the case with regard to the Ten Commandments.

Liturgy. It is not too much to expect in the first class of a Church of England school a simple explanation of the terms used in the Order for Morning and Evening Prayer, the Litany, and Collects. But even in pupil-teachers this is a point sometimes neglected. The Book of Psalms also is seldom a subject for lessons, even as far as regards the historical allusions.

Other subjects. There has been a tendency, as regards geography, grammar, and history, also to consider them as possibly superfluous for the future. I have no fear that any intelligent teacher will persist in neglecting these subjects after a short experience of the dull monotony of mechanical teaching without these helps in developing the intelligence of his scholars. There will be one great positive advantage arising from the necessity for curtailing oral lessons, that short text books on these subjects will be much more used in the higher classes. The text-books hitherto used have been in many cases so long that in history the children might have a

good knowledge of Caractacus or Alfred, or even William Rufus, but in certainly not more than 10 cases have I found a knowledge of the reign of George III. or Queen Victoria. The text-book should be proportioned to the average stay of the scholars in that class.

Composition is too much neglected, considering the many good purposes it may be made to serve. Not only is it a good exercise for memory and in facility of expression, as well as in disentangling a child's thoughts, but it is of very great use in teaching grammar and spelling. It brings to light many of the ordinary ungrammatical expressions so common in Yorkshire, not always ungrammatical it is true, but not conformable to the "literary dialect" of England. It may be made very useful also in spelling. While dictation lessons abound more especially in longer words, for the most part spelt phonetically, and these they have no temptation to spell otherwise, composition of Yorkshire children abounds in monosyllables or other short words, spelt in their phonetic fashion, but again very different from the non-phonetic fashion of the "literary dialect."

Mental arithmetic is not sufficiently cultivated, especially as regards questions involving two or three steps in the calculation. There is often a good deal of successful rapid guessing, but it is rarely that the patient separation and calculation of each step in the process is met with.

Needlework.

It would be better for ladies who take an interest in schools to test the work of individual girls at least once a year, by comparison with the work of the same girl at an earlier age. The manager may also without expense to the school funds provide materials to secure a progressive and systematic course of instruction in needlework for each class. In most localities it is found that parents gladly purchase the articles, when made up, at sufficient above cost price to cover the expense of thread and needles. Knitting, in many schools, is not sufficiently restricted. Girls are sent to school to provide stockings for the family, and however well they have learned to knit, are not allowed by their parents to be taught needlework. There is every possible variety in the amount of "fixing" taught. In some cases even the eldest girls are not taught; sometimes they are allowed to fix their own work, in other cases they fix for the little ones, in others every class but the very lowest attempt to fix their own work. "Cutting out" is very little taught, in most instances because of the waste of material. But the objection would not apply to the practice of cutting out old newspapers or other waste paper.

Moral tone.

I am glad to mark a decided improvement upon the whole, judging by the less frequent instances of copying I meet with. Scarcely any amount of vigilance will prevent copying at the short distances at which children sit in their desks. Nor will a sense of honour restrain very young children, who look upon it as an act of benevolence to help each other or gain confidence by leaning on each other. Believing that prevention is better than cure, to secure individual examination, I place children at such a distance as to preclude all chance of copying. By some simple arrangement a class might be dispersed along the room to work their sums, without interfering with the other classes, and then recalled to their places after a sufficient interval. Copying in dictation is best avoided by giving out the piece, not by separate words, but several at a time, when the age of the children permits, after the piece has been carefully read.

Night schools.

Night schools have not as yet made much way in the larger manufacturing towns. It is found very difficult in the present state of our day schools to produce a continuous habit of acquiring information after leaving school. Something might be done by special privileges, such as evening readings in a cheerful well lighted room to the older day scholars of the ages of 11 and 12. Again, the custom of using text-books for themselves in the higher classes of the day school would produce the habit of self-reliance and self-help, and teach them to use night schools, not merely for their present inferior and supplementary purpose of acquiring the rudiments of knowledge, but for a real advance. There is something too in the name of school which grates upon the feelings of young people, whose manly independence of self-maintenance begins at the age of 16, and who are often husbands at the age of 18 or 19. The names "Boys' Institute" and "Working Men's College" have been found more attractive than the name of school. Class-rooms are generally better fitted for evening scholars than the principal room, which is often far from clean, indifferently lighted and warmed. It is found difficult also in practice to separate the older from the younger scholars, and without this separation the older ones almost certainly fall away. It must be confessed that the chief staple of our night schools consists of the more ignorant boys and girls, who make the most praiseworthy efforts to master, with great difficulty, the lessons, suited for children of seven or eight years of age. I have specially exempted from the foregoing remarks the few night schools so liberally supported by some of the

employers of labour, and whose great success is the best reward of their generous supporters, because such support and sympathy is only rarely to be met with. The most successful night schools in other places, where the amount of support and sympathy from the more educated has not risen above the average, have been those where the personal exertions of the clergyman have been supported by a clan or family feeling, the teachers themselves being connected with the immediate neighbourhood and having a knowledge of their scholars beyond the mere evening acquaintance.

In case of larger schools, if the master has the charge of evening classes, assistant certificated teachers are very desirable, and the afternoon school should be shortened to the minimum of two hours. Women and infant teachers especially in such schools must suffer in health if expected to teach evening classes and not relieved in their day-work.

Infant schools. Infant schools are now more frequently separated from girls' schools under a distinct certificated teacher than used to be the case. There are, however, several cases where a room of 100 infants is attached to a large girls' school. The saving to managers under the Revised Code in the difference of salary between a second older teacher and the staff of pupil-teachers to teach the infants will be inconsiderable. The pecuniary loss by the less efficient teaching will be felt not only in the upper classes of the infant school but throughout the upper school, especially in the lower classes. Such older teachers may be made available also in giving collective lessons to the lower classes of the upper school, which are too often abandoned to the junior pupil-teachers. The more common deficiencies in infant schools are the want of pictures, or, when supplied, a neglect in using them, an insufficient variety of lessons, and the want of a little harmless fun in the songs, which are often worn threadbare.

Apparatus. In the majority of instances scholars are now expected to buy their own copybooks and slates. This is most desirable on every account, but it leads to one evil, that the slates so purchased are often so small as to cramp the writing and spoil the figures. A slate should be of sufficient size to allow of a sum in each of the four simple rules being worked, or a lesson in dictation being entirely performed, on the same side of the slate.

Desks. In a few cases desks against the wall still linger, the day school being *quoad hoc* sacrificed to the Sunday school. This is no longer a reasonable excuse, in consideration of the several methods devised for removing parallel desks out of

tlie way when required, without trouble or damage to the desks.

Books. Older children should be encouraged or obliged by rule to buy their own class-books, not merely to relieve the school funds, but to promote the habit of reading at home. The books also should bear throughout on the same subject. There is nothing so likely to form a desultory habit of thought and observation as reading an anecdote in natural history one day, a lesson in political economy the next, an amusing story the third. The reading lesson for older children should always be taken from some continuous book of travels or history or other subject. There does not appear to be any occasion for displacing the series of books now commonly used in favour of series formed to meet the standards of the New Code. These standards and the old series of books have been carefully drawn up to meet the requirement of successive stages and years, and must very nearly coincide.

Standards. It would be premature to pronounce where the shoe will pinch, but as far as I can judge from two months' experience, the standards may fairly be considered minima, except the arithmetic for the older girls. The lowest standard in reading requires very gentle handling, as to the monosyllables to be required from children of seven, on the part of the inspector. The experience of teachers will alone test the perfection of standards, where, classes and standards coinciding, an equal care on the part of the teacher is required for each class.

Pupil-teachers. A supply of pupil-teachers equal to the old demand is not to be met with. This difficulty has always been felt in the manufacturing districts, and has greatly increased, through the unreasonable degree of alarm excited among the teachers of certain neighbourhoods as to the future prospects of the profession. From this cause, in different districts under the same circumstances of labour, the supply of candidates has greatly varied. There is no reason to regret that a check has been put to the over-supply of pupil teachers in the case of boys. There has been for the last few years a certain number of such pupil-teachers whose abilities were insufficient to raise them sufficiently in the scholarship list for entrance into the normal school. Their professional training rendered them unfit for the life of manual labour in which they would have been better left. As assistant teachers, without some high character, the salary commonly offered furnished a bare subsistence. To meet the above-mentioned reluctance to be actually apprenticed,

managers have in several cases appointed a class of monitors or probationary pupil-teachers, at low rates of payment, who may be bound after some little time, if they show special fitness in the course of their probation,—these pupil-teachers to be paid more highly for the two last years of their services than the old scale of payment. In many cases for the present managers have determined to carry out the old scale of payment, as *divinitus missa*, without reference to distinction of sex or the different remuneration of labour for the different ages. The chief burden of the diminished number of pupil-teachers will fall upon schools of about 60 children, which have hitherto had the benefit of one pupil-teacher, whose place will be filled for the most part by monitors, quite as efficient as pupil-teachers for the first part of their service, but very inferior in the last two years of the apprenticeship.

There has been a marked improvement in the accurate grounding of the knowledge of the existing apprentices, and there is reason to hope for great improvement from the slightly contracted range of the higher subjects in the new syllabus. The chief general deficiencies are in both sexes a want of knowledge of biography in English history; in the case of boys a mechanical writing out of Euclid; in the case of girls an incapability of mastering analysis of grammar.

There has been also great improvement in the methods of teaching, especially reading. Much precious time is still wasted by the employment of methods, excellent in themselves, but not adapted to the particular class. Sometimes the whole of a higher class may be found spelling round every word of a sentence, a method well suited for beginners, who know scarcely any of the words, but not for a class that knows every word but one or two. Sometimes a piece of the lesson will be read to a lower class by the teacher with the same rapidity and no greater precaution as to possible mistakes, than he would use with a higher class. Besides mastering the method itself, the pupil-teacher should have a clear understanding of the applicability of variety of methods to the different classes. Introductory lessons should also be practised: it is very rare to meet with a good introductory lesson, such as would smooth the passage in arithmetic from addition to multiplication. The pupil-teacher should also be trained to keep some account of the progress or otherwise of the members of his class. In an examination of about 100 pupil-teachers, the candidates were asked to write down some account of the indi-

vidual children under their charge; not above 30 per cent. could give even a meagre idea of the characters or comparative attainments of children who had been under their charge for some time.

Teachers. The past year has been a time of great anxiety to school teachers. The immediate pecuniary loss will also bear heavily in some cases. In the poorer parishes, where the subscription list and school fees can hardly be increased, until the existing staff of pupil-teachers is relieved by termination of apprenticeships or withdrawals, the chief loss for the present falls on the school-teachers. Not merely has a portion of their income been put in jeopardy, but nearly all beyond the year's expenses has been swept away for the present. I am happy to be able to bear testimony, —and in this I am confirmed by the general testimony of school managers,—that the work of the schools has never in the majority of instances been carried on with greater steadiness or with a more thorough determination.

Some few of the older teachers have fallen off to other occupations; but the instances with which I am acquainted are chiefly of those who have had some business connexion and experience in early life, and have not received an early professional training. Others who have received the training would have gladly undertaken private schools, but have been deterred by want of the necessary capital and the having very little previous connexion with the class from which their scholars would have been drawn. There can be no doubt that for the present the teacher's work will be heavier, both from the small staff of pupil-teachers employed and from the greater temptation to keep night schools held out by the New Code. Where practicable, an assistant certificated teacher would materially lighten the work both of the day and night.

There does not seem to be much demand at present for ex-pupil-teachers in rural schools. In view of the supply annually furnished by the normal schools, there is less prospective probability of such a demand. The economy to be effected by employing a mistress of this description instead of an outgoing trained teacher will each year diminish.

The applications from untrained teachers to sit for certificates are likely to be more numerous. It would not be unreasonable to require from those who obtain certificates some short period of training. The managers would in most cases be glad to make arrangements for the care of their schools in their short absence. The advantage to the

teachers themselves, especially those in charge of infant schools, would be very great.

Managers.

The managers of schools, as a body, have shown, wherever it was practicable, great liberality towards the teachers in bearing part of the loss suffered by the recent changes. In some cases they have agreed to pay all existing charges till some fair compromise could be effected upon a better knowledge of the exact financial state of the school. In most cases they have willingly done their utmost; and it must be remembered that in Church of England schools the living managers are chiefly the "working" clergy, with a small number of sleeping partners. It is greatly to be wished that lay members of the Church would, as a body, give more of their time and money to school work. A few there are whose liberality in giving is only equalled by their personal interest and exertions. A great many well wishers there are, but the want of personal interest and exertion is generally acknowledged. As regards the day schools, the want is not so much felt; but, as regards night schools, the want shows itself in the fact that where the humbler laymen of a parish co-operate in the work, such good results have followed.

I have the honour to be, &c.

T. W. SHARPE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. R. TEMPLE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* YORKSHIRE AND CHESHIRE.

MY LORDS,

I HAVE the honour to state that I spent the first seven months of the past year as assistant inspector in Yorkshire. During the last five months I have been at work as sole inspector of Church Schools in Cheshire. As I have not seen the whole or even the greater part of the schools in either of the districts in which I have been employed, my report must necessarily be, to a considerable extent, fragmentary. I have, therefore, thought it wise to pay more attention to practical questions relating to the discipline and instruction of schools in my district than to statistics which must at present be imperfect.

EMPLOYMENT OF TIME.

During the past year my time has been employed thus:—

	Days
Inspection of schools	164
Correspondence and revision of pupil-teachers' papers	67
Holding examination of candidates for certificates	8
Revising papers of candidates for certificates	21
Vacation	46
Sundays, Good Friday, and Christmas Day	54
Illness	3
Travelling	2
	365

I have inspected 160 schools, containing 239 departments under separate teachers. There were present at my inspections—

Boys	10,203
Girls	8,776
Infants	3,685
Total	22,664

CLASSIFICATION OF SCHOOLS INSPECTED.

I have classified the schools inspected by me in the following table, arranged according to merit and kind of teacher.

	Doing their work well.	Doing their work fairly.	Unsatisfactory.	Total.
Boys	40	20	1	61
Girls	32	19	2	53
Mixed under a master	32	34	8	74
„ mistress	8	10	—	18
Infants	17	12	2	31
Night	—	2	—	2
Total	129	97	13	239

I believe the proportion of good and fair to unsatisfactory schools is much larger this year than I have ever stated it to be before. This result is due to three causes:—

1st. That, owing to the pressure of work in Yorkshire and to the kind aid of Mr. Fraser in Cheshire, I have visited this year hardly any schools under uncertificated teachers; and, whatever may be the shortcomings of Normal schools and certificated teachers, and in spite of many instances of masters and mistresses who by natural aptitude have taught admirably without training or certificate, I have no doubt of the superiority of the mass of certificated to the mass of uncertificated teachers.

2nd. The greater activity and greater definiteness of aim in instruction produced by the requirements of the Revised Code.

3rd. The tendency of teachers to stay longer in their schools, which I have observed for the last two years.

I feel bound to say that it is in the highest degree creditable to the teachers, as a class, that during the last two years of discussion and change their ordinary and only important duties have been so well done.

I may perhaps be permitted to say also that the teachers of National schools are peculiarly liable to be judged according to the worst and not the ordinary specimens of their kind. Very foolish letters are sometimes written in educational periodicals, and very foolish speeches are sometimes made at Associations, and these catch the ears and eyes of the world without, and not unnaturally "the folly of schoolmasters" becomes a popular topic, whereas, in fact, the perpetrators of these follies are very few, and the work of the great majority of teachers is honestly and carefully done.

Separate and mixed Schools.

It will be noticed in this table that the proportion of good to fair schools is greater in separate than in mixed

schools. This result bears out my own belief that separate schools are better than mixed schools, both in discipline and instruction: in discipline, because boys always will make girls rude; and in instruction, because, as girls have to sew during the afternoon, it is very hard to make them work evenly with the boys of the same class.

On the other hand, in country districts, where children play together as neighbours from infancy, and where manners are simple, little or no serious evil results from mixed schools; and where funds are not sufficient to support two good teachers, it is better to have one efficient mixed school than two bad separate schools. But I never see large mixed town or factory schools without feeling strongly that, if I were a father of girls, I should be very sorry to have them there.

Instruction in Schools.

Reading.

There has been a very decided improvement in reading during the past two years in the schools which I have inspected; and a certain, though not equal, improvement in the power of understanding what is read. I wish, however, to call the attention of teachers to the necessity of teaching the children how to read, as well as of hearing them read. To hear reading without teaching it is to allow mistakes to become habits by repetition. Every teacher should read out some part at least of every lesson to the children.

It will, I think, be also useful to let the children read from time to time in books which they have not seen before. The fairest test of reading seems to me to be to set children to read in books which they have not seen before, of an easier kind than their ordinary reading books.

Great care must be taken to make children understand the meaning of words. I know this is hard, but it is most necessary. I know no better single test of the efficiency of a school.

Writing.

The degrees of goodness and badness in this subject, in different schools, are more various than in any other. I do not think that on the whole it is well taught. Wherever the children learn drawing the writing is good. I find not unfrequently that children write without being able to read what they have written.

Dictation and Spelling.

The tendency to run into extremes is still shown in the teaching of these subjects,

In old days there was interminable spelling and no dictation. Now it is often all dictation and no spelling. Neither plan succeeds. Perhaps the best method is to let the children learn the spelling of every word in four or five sentences of an ordinary reading-book, and then two days after to dictate to them that very passage. This is better than setting columns of words, as it is the short and not the long words that are the puzzle in English.

It must also be borne in mind that children will spell well on slates and make mistakes on paper, so that they should have frequent exercises in both ways.

Children will also spell well when the dictation is given by a voice they know; badly, when a stranger dictates. It will be well, therefore, to get visitors and managers, who will be kind enough to take the trouble, to give the dictation occasionally, in order to accustom the children to strange voices. In a good school the first class should always be able to write out of their own heads a sensible account of any lesson they may have lately learned. Monthly or quarterly examinations on paper (the questions being put on the black board) may be given with very great advantage.

Arithmetic.

In most respects this subject is well taught, but I think a great mistake is committed in not making the children master numeration in the first instance. I know that numeration is a difficulty; but that is an additional reason for conquering it at first; as, if it is not then surmounted, it will constantly recur.

Another cause of failure in this subject is the mechanical use of the *black board*. In olden time the *Bonnycastle* or *Walkinghame*, where the answer was always given at the end of the sum, supplemented by the *ciphering book*, in which the pupil copied and took home sums which the master had worked, was a "delusion, a mockery, and a snare." In modern days the practice of "setting" sums on the black board is, if possible, of greater service to the cause of indolence and ignorance.

Thus, *I* write on the black board, *in letters*, "Take twenty-five from one hundred and one;" the children put on their slates,

25		25		250
101	or	11	or	101

The teacher, feeling aggrieved, says, "Pray, Sir, let me try them; they can go to hundreds of millions;" then appears on the board,—

123456789
98765432

and this will be faultlessly done.

Now this is no more a knowledge of arithmetic than the filling in the groundwork of embroidery, of which professed seamstresses have done the pattern, is a knowledge of needlework.

The examination under the Revised Code will do great good in these respects.

I find also a danger of letting children work on in arithmetic without taking care that they do not forget past work.

Classes that are in fractions sometimes have forgotten division.

To remedy these evils I would advise,—

1st. That numeration be the first subject taught.

2nd. That sums be set in all sorts of ways—by dictation, in letters, and in figures.

3rd. That sums be frequently set involving two or three rules.

4th. That one day in each week be given to "back rules" and "miscellaneous examples."

General Instruction.

It is impossible to impress too strongly upon teachers that "the standards of examination" assign the least quantity of knowledge required from each child, *not* the greatest quantity looked for in the whole school. Under the Revised Code, my advice would be exactly the same as it was under the Old Code. "If you come to a school "where you find the children backward, or if you have at "any time a large influx of ignorant scholars, confine your "attention almost entirely to the elementary subjects; "when these are mastered, the more general information "you give the better." I shall always ask for geography, grammar, history, &c. If managers or experienced and industrious teachers were to tell me that the backwardness of scholars in elementary subjects has prevented them from teaching the higher subjects much during the past year, I should be perfectly satisfied where I knew the reason to be true. If, on the other hand, I believed this statement to be an excuse for idleness on the part of the teacher, I should

be greatly dissatisfied, and in bad cases should feel bound to recommend a proportion of the grant to be refused.

Methods of Teaching.

But, while I would advise by all means that general information be not neglected, I would strongly recommend that the methods of imparting it be changed. As far as possible every subject should be taught by books and by careful questioning on books. Oral instruction (*i.e.*, lecturing children), gallery lessons, and simultaneous answering (the means of concealing the ignorance of the many by the impudence of the few) will, I hope, soon be entirely discarded.

I confess I should be glad to see that page 7 of the Inspector's report swept away, and nothing left but a space where, when we give teachers their certificates, we may enter our opinions of their practical success.

Subjects that are neglected.

There are some subjects now generally neglected that might with advantage be cultivated.

1. *Repetition of Poetry.*—This greatly improves the reading, developes thought, and gives children a store of pleasant recollections when school days are over. Poetry may be given as a home lesson. Where children buy their own books they will find poetry in the reading-lesson books. Where they do not buy books they may copy poetry into their writing books, and then learn it.

2. *Book-keeping and Land Measuring.*—I am surprised that these subjects, as also elementary mechanics, are not more frequently taught. They are subjects easy to teach, pleasant to learn, certain to be useful, and equally certain to be popular.

3. *Natural History, &c.*—The absolute ignorance of children on all points connected with the world of nature is very striking. Hardly ever do I meet with a knowledge of birds and plants; and only twice have I been told that the place of the sun's rising and setting is not the same throughout the year, though I have asked the question hundreds of times.

4. *Reading Books for Girls' Schools.*—It would be well if more use were made of books especially adapted for girls, for though few schools can give the admirable industrial training of Sandbach, Acton, and Astbury, yet in every school girls may be taught that what they see and do at home, and will see and do in service, are matters worth reading and thinking about.

Needlework.

I cannot say that generally the needlework satisfies me. This is in great measure owing to the number of teachers required to instruct young girls in sewing. In this matter the aid of lady visitors should be sought for and thankfully received by managers and teachers. Where the mistress is unaided, half the afternoon is gone before the work is begun.

The girls should, I think, be taught to fix and cut out their own work much more than they do. The cutting out might be begun on old newspapers.

I may say, as I am often asked for an opinion on the subject, that I do not think the whole afternoon at all too much time to be given to needlework.

Religious Knowledge.

I have sincere pleasure in being able to say, without doubt, that this, the most important subject of all, is on the whole well taught in the schools which I have inspected. An improvement has taken place in this respect, viz., that, whereas in past years I frequently found the Scripture knowledge of the children confined to a mechanical acquaintance with names, dates, and places, I now find them generally able to give answers that show that they have mastered those moral and spiritual lessons of the Bible which children can understand. With regard to the Scripture lessons, I may perhaps be allowed to make one or two suggestions:—

1. That, as the object of giving Scripture lessons is not so much to make the scholars acquainted with the whole range of Bible history as to give them the power and habit of reading the Bible intelligently after they have left school, it may be well to confine their reading during each year to a single book of the Old Testament and one Gospel, or the Acts of the Apostles, making them minutely acquainted with the meaning of every word and the divine teaching of the book.

2. That at least as much attention should be given to the New Testament as to the Old.

3. The lessons might be given from the Old and New Testament in alternate weeks.

4. That, while the Bible should never be used as a book from which to learn to read, yet in the higher classes, where reading has been mastered, the Scripture lessons should be given by reading, accompanied by careful explanation and close questioning, and never by oral teaching.

5. That periodical examinations should be held in the portions of Scripture read in any definite time—month or quarter.

With regard to the Church catechism I would suggest that more attention should be paid to "Scripture proofs." I would also recommend that from time to time the meaning of the words of the Prayer Book should be explained, as I am convinced that ignorance in this respect is a frequent stumbling-block in the way of the lower classes of society.

Scripture Lessons of Pupil-teachers.

I find clergymen and teachers agreed that it would be much better if the examination papers of the pupil-teachers were so set that a certain part of the Bible might be studied each year. I have therefore drawn up the following scheme—and I shall always set the questions so that any pupil-teacher who has followed it may pass, although I may possibly also set questions from other parts of the Bible in order to give a fair chance to those who may not have adopted the plan.

1st year.—Genesis, Exodus, and St. Luke's Gospel.

2nd year.—The Pentateuch and the Gospels of St. Matthew, St. Mark, and St. Luke.

3rd year.—Joshua, Judges, 1st and 2nd of Samuel, and the Acts of the Apostles.

4th year.—The remaining historical books of the Old Testament and the Gospel of St. John.

5th year.—A general knowledge of the prophecies and the book of Psalms, with special reference to the passages relating to our Lord, and a general knowledge of the Epistles and the circumstances under which they were written.

In conclusion, I may say that at present the work of my district seems to me to be within the compass of my unassisted strength.

It is, however, far from improbable that the increase of night-schools, and the addition of work which would follow a revival of the cotton trade may make it necessary for me to apply for an assistant before the beginning of 1865.

I have the honour to be, &c.

R TEMPLE

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. W. WARBURTON, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS, HANTS, *and* WILTS, *and in the* ISLE OF WIGHT.

MY LORDS, Winchester 1863.

DURING the greater part of the year embraced by this report I was still responsible for the inspection of the Church of England schools connected with Government in Berks and Wilts, but my actual work was chiefly confined to Hampshire, only 16 schools beyond its limits having been visited by me between August 1862 and August 1863, viz., five in Berkshire and 11 in Wilts.

Berkshire schools.

Of the former, the recently erected schools at Wargrave may be instanced as a model of what parochial school buildings on a large scale should be, in respect of site, arrangement, good workmanship, and completeness. The national schools at Bray have long been efficiently conducted, and the vicar has built, and is still building, substantial and commodious branch schools in outlying districts of his extensive parish, to serve as feeders to them.

At Boyne Hill the boys' school is still, as hitherto, in good order, and attended by an intelligent class of boys, and I am glad to say that there is every reason to suppose that from this time forth the girls' school will be regularly inspected, the lady who volunteers as teacher having made up her mind to go through the examination, in order to possess herself of a certificate, that the school may enjoy the same advantages with respect to Government as if it were not so peculiarly circumstanced as it is, under her care.

Wiltshire schools.

Upon the Wiltshire schools, which I have now visited for the last time, as they were not selected for inspection with any special object in view, I have no general observations to offer. With respect to one of these, however, that at Amesbury, I feel it but right to say that it may always be cited as an encouraging example of what can be done, under circumstances not the most favourable, by liberal and judicious management and excellent teaching. It is a mixed school of boys and girls under a master, and I know of no other school organized in this way which is so thoroughly efficient and satisfactory, though the building in which the school is carried on is hardly worthy of the work being done in it.

The large group of schools in and near Calne are doing excellent service. That at Bowood is a model of order and completeness, and the instruction is of a sound and comprehensive character. The middle school at Calne, I understand, still maintains the high character it bore while under inspection, and the large national schools of the town are efficiently conducted. In addition to these, however, there are two junior schools under the especial management of Mrs. Guthrie, one of them built and maintained at her own cost, which enjoy peculiar advantages from her constant care and encouragement, and form a most valuable supplement to the schools for elder children in the place. Calne is, in fact, the only considerable town I know of in which a complete system of primary and secondary instruction adequate to the wants of the population is to be found at work.

I cannot end my last observations respecting this county without something more than a mere formal expression of my sense of the spirit of friendly interpretation and of zealous and ungrudging co-operation with which the promoters of schools there have always endeavoured to receive the minutes of the Committee of Council. I must not make this report to your Lordships the vehicle of any expression of my private feelings, and indeed the withdrawal of Berkshire from my inspection has put an end to my official relations with some of the kindest personal friends with whom my official duties have made me acquainted. I may say, however, that not only of late years, but at a time when Her Majesty's inspectors were received less cordially in many places than they are at present, I have always found in Wiltshire a hearty welcome everywhere.

Change in plan of reporting.

The district under my charge having been contracted during the past year to the Isle of Wight and a portion of Hampshire, I shall be able in future to adopt a more detailed and I hope more useful system of reporting than heretofore, and one calculated to supply in some measure the same kind of information which used to be given in the "tabulated reports," the publication of which has been for some time discontinued.

It is not a little disappointing, that at the end of the 24 years that have elapsed since the first issue of the Education Minutes, it should be necessary to remind the readers of our reports that they do not pretend to give, otherwise than by implication and by suggesting inferences, any general view of the condition or progress of education in a

given district, but profess simply to record the condition and progress of such schools in connexion with the Church of England as have elected to place themselves under the inspection of public officers as a condition of receiving grants of public money.

Comparison of numbers of inspected and uninspected schools.

The result of a comparison between the whole number of schools in this district employed in the education of children of the labouring poor, and that of the small minority of schools for the efficiency of which there is any public guarantee, can hardly be satisfactory to those who indulge the hope that we are realizing an approach to something of a national system. There are in my district, as now limited, about 315 separate parishes, and the number of Church of England schools in the receipt of annual grants under the Revised Code is 140, but some of these consist of two and some of three departments under separate teachers. It is not in my power to give the total of certificated masters and mistresses and pupil-teachers in the district in this year of transition, but the numbers of the latter have sensibly decreased, and I reckon that in future years only 39 of these schools will be under an obligation to have pupil-teachers at all.

General review of schools under inspection.

The two great and only important aggregations of population are the town of Southampton (44,000), and that of Portsmouth, Portsea, and Gosport combined (100,000). In both of these great centres the work of elementary education is being vigorously carried on, and of the individual schools several will bear a comparison with those of any of the large English towns.

Southampton.

Of schools of the first class in and near Southampton, as regards accommodation, numbers, and efficiency, I may mention All Saints, St. Luke's, St. Mary's, and Northam, and in the environs Freemantle, Shirley, and South Stoneham with Portswood. The last is a mixed school under a master. The remaining six have separate departments for boys and girls, and to four of them large infant schools are attached.

The Southampton ragged school was aided with a building grant of 268*l.* 15*s.* by your Lordships in the year 1855. It was, before Christmas, attended by about 85 boys and 110 girls, in separate school-rooms, well built and in a good situation. The master is said to be an efficient teacher.

Portsmouth and Gosport.

The Portsmouth and Gosport group of schools includes five double ones, of the highest class of town schools in size and efficiency, All Saints,—in which there are upwards of 300 in the boys' department,—the Beneficial Society's

schools, Portsmouth National school, and Southsea, St. Jude's. The large boys' school of St. John's, Portsea, is efficiently conducted and doing good service, though the building, towards the erection of which a large grant of public money was made, has always given much trouble. A liberal grant was also given to the Portsea Free school, which is now attended by about 150 children, but is under an uncertificated and untrained teacher, who was probably more efficient when he was a younger man. On the other side of the harbour there is a school of long established reputation, St. Matthew's, and another one (lately come under inspection) which the present managers are determined to make a worthy rival of the former. In the immediate neighbourhood are the large schools of Alverstoke, under the care of one of the most zealous and enlightened promoters of popular education.

Winchester, with a population of about 14,000, of whom a large proportion are soldiers, has an educational machinery of three triple and six mixed schools, all of them above the average in efficiency, and two or three worthy to rank among schools of the highest class of excellence. Winchester.

Of other towns in this district on the mainland, with a population of 3,000 and upwards, Alton, Christchurch, Lymington, Petersfield, Ringwood, and Romsey, are each provided with large schools, under inspection, which are doing very good service, though their several degrees of excellence vary. The Petersfield and Ringwood boys' schools are quite worthy of a visit from any one wishing to form a standard by which to measure the possibilities of what can fairly be accomplished in elementary schools not situated in large towns, for I should not be justified in ranking either of them above, or perhaps quite as high, as the Freemantle or Portsea All Saints' schools, where the opportunities, and, in the latter case, the difficulties to be encountered also, are greater. At Aldershot, which a few years ago was a rustic village, a population of upwards of 7,000, exclusive of, but of course dependent upon, the soldiers, has sprung up with the rapidity of increase characteristic of new towns on the other side of the Atlantic. The clergyman has been indefatigable in his exertions to make his schools keep pace with the accumulating numbers of children, and has erected new schools in the immediate neighbourhood of the cavalry barracks, in addition to the original school of the place, which at my last visit to it was full almost to suffocation. It is much to be wished that he

was more liberally supported in his endeavours, and that the school in the vicinity of the camp was more appreciated by the parents of the children.

Of the schools of Basingstoke, the most important town in the northern part of the country, I regret to have nothing to say.

Country schools.

In various isolated localities throughout the agricultural part of Hampshire many excellent schools are to be found, under such various circumstances as to show that after all local conditions have less to do with the prosperity or failure of schools than the less successful managers and teachers often suppose. Among these the large schools for boys and girls at Bentley may be named as an example of a well taught, excellently disciplined and thoroughly appreciated country school, showing an average attendance of some 140 children out of a total population of 721. Of mixed schools under masters, I may mention by way of example, though I would by no means be understood to condemn others by passing them over in silence,—the schools at New Alresford, Bishop's Waltham, Burley, Westmeon, Hayling Island, and Bournemouth; and of mixed schools under a mistress,—an organization disapproved of in some quarters,—Old Alresford, Hursley, Martyr Worthy, Sherborne St. John, and Wonston, and, though the case of this school is peculiar, the Royal Patriotic Asylum school, under the management of Miss Onslow, at Alresford. The little school at Martyr Worthy (there are only from 20 to 30 children in it), is a specimen of a class which one would gladly see springing up in country villages. Here the teacher is thoroughly competent for a larger sphere of duty, but schools of the kind would probably do very well under the charge of the provisionally certificated ex-pupil-teachers whom your Lordships' recognize under Articles 90, 91 of the Revised Code. I regret to say that I only know of one school in which this mode of fulfilling the conditions of annual grants has been taken advantage of; namely, a little village school recently established at Hyde, near Fordingbridge.

Isle of Wight.

The three centres of population in the Isle of Wight, Ryde, East and West Cowes, and Newport with Carisbrooke, contain a number of inhabitants equal to the whole of the rest of the island put together, and I am happy to be able to say that the work of elementary education is being vigorously carried on in all three of them. In Ryde and its environs there are three good schools, two double, and one

mixed, under a master, with an infant department under a certificated mistress. At Newport and Carisbrooke there are two large schools which have long borne a high character, and at East and West Cowes national schools have very recently been erected on the largest and most liberal scale. The school at the latter is now starting with a full tide of prosperity, under vigorous and liberal management, and as good teachers as could be procured. Those at East Cowes have suffered much at the outset from shifting teachers, and I am not aware whether things have even now been placed on a more satisfactory footing there. In other parts of the island, Ventnor possesses a very large and imposing triple school, in which all three departments are conducted with much pains and care. The mixed schools under masters at Brixton, Freshwater, Northwood, Sandown, and Whippingham are worthy to rank with any of the same description that I have named on the mainland. For the accommodation of the children of the last-named school, new buildings have just been erected on the most liberal scale, and are to be supplied with everything requisite to make them model schools.

Hants reformatory.

The Hampshire reformatory at the time of its establishment, received a grant of 585*l.* 2*s.* 9*d.* from the Committee of Council towards the expenses of building. This institution has been taken up with much interest by many influential persons in the county, and enjoys peculiar advantages in the superintendence of the clergyman of the parish in which it is situated. There is still a considerable debt upon the institution, but I am happy to say that the state of the funds enabled the managers to pay off about one-fifth of this debt last year. The number of admissions up to the end of the year 1862 was 122,* of whom 55 were still inmates of the home, two had died, and 65 had been discharged, of which last seven are going on unsatisfactorily, 23 have not been heard of during the year, and 35 are known to be doing well. The school is reported to have been managed with great efficiency and economy by the recently appointed master and matron, and the conduct of the boys is said to have been, with few exceptions, very good.

I have thus attempted to give a general sketch of the elementary schools in my district, so far as they come under the knowledge of Her Majesty's inspector of Church of England schools.

* The last admission (January 1864) was numbered 141.

Total of grants from Committee of Council.

Towards the erection and maintenance of the above mentioned schools, and to aid in bringing them into their present condition, your Lordships had expended from first to last, up to the end of the year 1862, a sum of 100,000*l.**

It is not in the power of any one to form even an approximate estimate of the value of the results which remain to show for the expenditure of this large sum; were it possible to appraise them, some of the gravest uncertainties which beset the subject of elementary education might, indeed, seem in a fair way to be set at rest; but it may perhaps be safely asserted that the same amount could hardly have been better spent in any known way for the interest of the community at large.

A further sum of 1,265*l.* 4*s.* 2*d.* has been granted in the shape of annual subsidies to schools no longer in circumstances to claim them.

Schools not in receipt of annual grants.

It may not be uninteresting if I state, lastly, what I have been able to ascertain with respect to those schools of the district, 34 in number, which have at different times within the last 30 years received building grants from the public fund, to the aggregate amount of 3,882*l.* 10*s.*,† but have declined a closer connexion with Government. Some of these have never been reported on or visited by Her Majesty's inspectors, other engagements having occupied the whole of their available time, and none of them have been inspected with any regularity. I have endeavoured to ascertain the present condition of each of these schools, and the result of my inquiries is that, out of the thirty-four.

Six are in a very prosperous condition, generously supported, carefully looked after, attended by overflowing numbers, and unconnected with Government only because a liberal local support enables them to dispense with State assistance.

Eight have made overtures for inspection within the last twelvemonth, and most of them will probably be in the receipt of annual grants within the next.

Four are now used as branch schools for children under eight years of age, in places where there are large central schools accessible to elder children.

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* viz.:—
73,721*l.* 16*s.* in periodical grants to schools now under annual inspection.
25,525*l.* 13*s.* in grants for building the same, including grants from the Treasury.
786*l.* 0*s.* in grants for books and apparatus.

† 234*l.* from the Treasury and 3,648*l.* 10*s.* from your Lordships' committee.

Seven are still open, and numerously attended, but of very doubtful efficiency.

Three are closed, but it is hoped that one of them will shortly be re-opened.

One is the Southampton Ragged school of which I have already spoken.

In the remaining five the building is kept in good repair; but the schools appear to have degenerated into dames' schools of a type more frequently seen twenty or thirty years since. In one of them which I lately visited by appointment, a considerable grant having recently been made for the erection of the building, I found no teacher present, but the mistress' baby in its cradle in the middle of the room being rocked by one of the "scholars," a little older, but more ragged and unkempt even than the others, about a dozen in all, who, from two years old to nine, were climbing at random over the desks or rolling among a litter of rags and torn books upon the floor.

I have the honour to be, &c.

WM. WARBURTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. F. WATKINS, B.D., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* YORKSHIRE.

MY LORDS,

THE most interesting subjects of the last official year have been the operation of the New Code, and the consequent subdivision of the inspectors' districts. I cannot, after nearly 20 years of service in my old district—the whole of Yorkshire—give up a considerable portion of it without great regret. I have been connected for that period with many of the best and most enlightened supporters of education in all parts of the county; I have been received and welcomed by them as a friend, both in my official and private character, and in quitting them I must express my deep sense of their kindness to me personally, and of the great service they are rendering to the country by their intelligent and liberal support of elementary education. I do not speak only of the great landowners and wealthy manufacturers, but I include, and indeed wish specially to mention, the clergy who, in all parts of the county, are the mainspring and, according to their limited means, the most generous supporters of all educational effort and progress.

Nor can I part from my late colleagues, the Rev. T. W. Sharpe and Rev. R. Temple, without recording how thoroughly they have always co-operated with me in all the labour and difficulties of our common work, and how intelligent and unwearied has been their devotion to the public service.

My present district consists of an irregular parallelogram in the south of Yorkshire, which has the city of York for its northern point, and the towns of Selby, Sheffield, and Huddersfield as its other corners. It contains also Wakefield, Rotherham, Barnsley, Doncaster, and Pontefract. Of its schools nearly two-thirds are connected more or less closely with agriculture, the remainder being situated in towns or in mining and manufacturing places.

During the greater part of the official year the schools which I inspected were still under the Old Code. Many of them might be considered in a transition state. Some of them were uncertain under which of the systems they were to be examined, so that they were seen rather to disadvantage But I do not remember that I was ever better satisfied with their general progress and actual condition. The number of pupil-teachers has decreased sensibly, and

will in all probability become less hereafter, as in many schools paid monitors will be employed in their place, as being both less costly and also more easily procurable.

There have been, I think, fewer changes amongst the head teachers of schools than is usual in the course of the year. This circumstance, which is of much importance in elementary education, may be owing to the confessed difficulty of obtaining good situations in the scholastic world, and to the overstocking of the teachers' market, which has been foreseen for some years. In several cases which have come under my notice the number of candidates for any vacant situation has been very large, not unfrequently above 100. In one school I was informed that there were 180 applications, for another 163, and for one now lying before me 106. With these facts before them teachers who are tolerably well off will not be willing to give up their situations, and the result has been, as I have said, less change than usual.

With regard to the operation of the New Code it may be premature to speak positively at this early period of its existence. But the subject is so important, that any actual and carefully collected facts concerning it must be interesting. I have therefore taken 50 schools as a specimen of its working in my district. They are schools of different character and circumstances, in towns, in villages, in manufacturing and mining districts of the West Riding of Yorkshire. They are not at all selected, but are the first fifty that came under my inspection in regular course. I proceed now to state the facts which I have gleaned from them.

The first is the answer, so far as it can at present be made, to the very important question as to the number of children who would pass the inspector's examination in the three elementary subjects, reading, writing, and arithmetic. This question has evidently two bearings, one as to the progress of the children and their actual attainments, the other as to the amount of grants thus claimed by schools and payable out of the public purse.

Now I find that in the 50 schools of which I have spoken, four-fifths (or 80 per cent.) of the children examined have passed successfully in the three subjects. I cannot, from my return, distinguish how many pass in each of the subjects, but I am inclined at present, from a rough calculation, to suppose that the passers in reading, writing, and arithmetic are in the proportion of the numbers nine, eight, and seven. It will be important to ascertain this point, and I have no doubt that this will be done in the Education De-

partment. But the average return, as I have said, is this, that in a school where 100 children are examined, where if all passed in three subjects the return would be 300, it is now 240.

I consider this return as highly satisfactory. It fully bears out the almost unanimous opinion of Her Majesty's inspectors that at least three-fourths of the children in elementary schools, who had been in them long enough to test the work of the school, were very fairly instructed in the elementary subjects. I have no doubt that there has been much improvement made in this respect of late years, because H. M. inspectors, as far as I know anything of their work in schools, have urged strongly upon teachers the absolute necessity of their laying a good foundation before proceeding to the more advanced and less essential subjects of instruction. At the same time I must in fairness state that, unless there be continued improvement, I shall not be able to *pass* so great a proportion of children in future years. It seemed only reasonable, in the ignorance and excitement of a first examination under the New Code, to make all fair allowance for nervous, awkward, and very young children. I have, therefore, no doubt that both I and my assistant have thus allowed some children to *pass* who cannot be said to read very well, or to write more than legibly, or to work simple sums with ease. From this circumstance I am inclined to think that the per-centage of children who pass will not be raised much in future years. Nor, indeed, is it reasonable to expect it, when the material of which elementary schools are composed is taken into consideration. With regard to the amount of the grant also, I conceive that it will be lessened by a more careful return of the condition and pecuniary circumstances of the parents of the the school-children. I observe that in most of the Sheffield schools, which, one would think, contain some children disqualified by the position and income of their parents from receiving the public grant, not a single deduction has been made on this account, but all have been entered as alike qualified to compete for it. The inspector can obviously do nothing to remedy this wrong, and in populous places it is difficult for managers of schools to obtain accurate knowledge of the pecuniary circumstances of the parents who send their children to them. Much responsibility remains with the teachers on this account. Before I pass from this part of my subject I must remark that, though four-fifths of the whole number examined is the average return of passers from all the 50

schools taken together, this per-centage varies very much in different schools. In good schools it mounts as high as 93 per cent., in bad ones it falls as low as 50 per cent.

With regard to the amount of the public grant thus claimed, I would remark that a greater number of children have been examined in this first year of the New Code under the lower standards of examination than is likely hereafter to be the case when it has run some years of its course and the classes of a school correspond more nearly with its six standards. Examination will then be more on a level with the children's work in school, and will be a more fair though more searching test than at present. The probable consequence is that fewer children will *pass*.

Another fact, which it is of some importance to ascertain, is obtained from the returns of the 50 schools inspected, which is this, the number of children presented for examination is not much more than half (about 56 per cent.) of the numbers in average attendance. But in order that children may be examined they must have made at least two hundred attendances, either morning or afternoon, in the school during the year. I am speaking now of day-schools, not of night. So that at first sight it seems that little more than half the children attend this moderate number of times. But we must add to them the number of children under six years of age, who must also have attended the same number of times, but who from their age are not examined at all. This addition raises the whole number of those who have made 200 attendances in the year to about 70½ per cent. Thus when we consider that a regular child may attend 440 times in the course of the year, many schools being open on 220 days, this return cannot be called satisfactory. It may be stated thus, that not three-quarters of the whole number of children attend their school at half the number of times that it is open. There does not, indeed, seem to be much, if any, improvement in this respect of late years. The capitation grant under the Old Code, which required attendance of 174 days, *i.e.* 348 attendances, not unfrequently included half the children in average attendance, and sometimes even three-quarters of the whole number.

Another point of some importance, belonging to the difficult question of school age, seems to have some light thrown upon it by the working of the New Code. It is this, that nearly one-sixth of the children in average attendance at a school, and above one-fifth of its regular attendants, are

under six years of age. This is the case not in infants' schools only, where the per-centage of young children is of course very large, but in juvenile schools in which all the children of school age in the country are supposed to be present. This almost necessitates the employment of a special infants' teacher, or at all events the use of the infants' system in the lower part of almost every school; whilst this system is widely different from and hardly compatible with the methods used in teaching older children.

With regard to the actual examination under the New Code, and the inspector's duties in it, I must say that they are considerably lightened by the appointment of inspectors' assistants. By their aid the inspector is enabled to confine his own examination chiefly to the higher standards, of whose work the greater part is done on paper, which can be revised at home, and need not thus occupy some of the short time which can be given to the general inspection of the school. There seems no reason to doubt that, with greater experience of such examinations, and with the increased readiness which may be expected on the part of the children, the length of time required for them may be further shortened. At present I should say that the time required varies with the character of the school. In bad schools about three minutes per child are needed, in good ones about two minutes are sufficient. Perhaps the terms "good" and "bad" are hardly fair. It may be more correct to say "ready" and "unready" schools. Very much of course depends on the methodical arrangements and the intelligent, but not officious, co-operation of the master and his staff in keeping order and preventing any communication amongst the children who are under examination. In a few instances I have been compelled to send away children for copying from each other. Indeed, amongst the youngest children examined, under seven years of age, it seems hardly possible to prevent this evil practice, except by placing them at such a distance as to make copying impossible. This, however, can not always be done from want of space. In children of their age it is not so much a want of honesty as a want of thought—I had almost said of presence of mind—which leads them to look over a neighbour's slate for assistance in a troublesome sum or, for spelling a difficult word.

The chief features of an examination now are these three elementary subjects, reading, writing, and arithmetic. Indeed, with the addition (in Church schools) of religious

knowledge, including under this head the Holy Scriptures, Catechism, and Common Prayer-book, there are often no other subjects of regular instruction in our schools.

With regard to religious knowledge I have been much struck during the last year at finding in otherwise good schools how much the lower classes need fuller and more careful teaching. By the lower classes here I mean all below the second. Their knowledge is frequently of the most scanty and formal character. The Creation, the Flood, the Call of Abraham, the Life of Joseph, the Birth of our Lord Jesus Christ, and of St. John the Baptist are in a great many cases the only matter of instruction in Scripture history. I ought rather to say the beginnings of these subjects than the whole of them, for they seem to begin over and over again, and never fairly to reach the end. Formal unintelligent questions, followed by formal unintelligent answers, made without interest or attention, sometimes shouted out by the whole class in a loud coarse tone, sometimes appropriated exclusively by one or two sharp children, not unfrequently form the Scripture lesson. To this is added the simultaneous repetition of the Belief, not always free from the old alliteration of "Spontius Spilate," and of the Ten Commandments, with the same mistakes in them that have been made from time immemorial. I mean such as "will not hold in guiltiness" in the third, and "that they may belong in the land," or "to the land" in the fifth commandment. It is a curious instance how tolerant of error both ear and eye become by its repetition, that teachers constantly take little notice of such mistakes, though they are quite aware of them and readily acknowledge their mischief when spoken to about them. In several cases I have made strong representations, both to managers and teachers, of the small quantity and mechanical character of religious instruction in their schools, and have warned them that under the New Code, where special notice is directed to this subject, it would be impossible for me hereafter to report the school as qualified to receive the full amount of the capitation grant: that indeed the question might be raised whether it ought to receive any portion of it. The answer made to me has always been the same, that the lower classes must for the most part be taught by the younger and less experienced teachers, where teaching is not likely to be either full or well applied. No doubt this must be the case to some extent, but I am inclined to think that the master might in general exercise

a more careful supervision of the younger children, and test their knowledge by regular and searching examinations.

The first and second classes of good schools have generally a considerable knowledge of Scripture history, and repeat the Catechism correctly and with ease. Still I do not find in many schools that their knowledge is thorough and practical. It does not seem to me to be sufficiently applied to their own case and circumstances, or to be impressed upon them both as a rule of life and as a constant guide and support in it. I believe that much more might be done in this direction in elementary schools than is now attempted in many of them, and that the little trace of school-impression in after-life in most of the scholars is mainly owing to this cause.

In the mechanical power of reading the report is satisfactory. It may be fairly stated that four-fifths of the children who attend regularly at school read correctly, and for the most part with ease, the book or card of the class to which they belong. I cannot say that all read with expression. Indeed, this power is hardly to be expected in young children. And though "to read with expression" means "to read with good understanding of the subject," yet it does not follow that those who do not read "with expression" do not fully understand what they read. They may be wanting in ear, in eye, in voice, yet they may read and rightly understand what they read. It seems questionable whether the power of reading well aloud is not required too much of the working classes in the present day. When it is considered how few of them in after-life ever exercise this power at all, how comparatively little good would result from its exercise, how much more likely it is to be exercised, if at all, in the beer-shop or at the public-house for what is called "the company" there, than in the home and for the family, the question may well be raised whether the great object of school ought not to be to give the power of understanding what is read than the power of expressing it. I have certainly at times, after listening to very good reading in a class, been surprised to find how little the children knew, not only of the subject matter of the lesson, but of some of the words in it and the exact meaning of any particular sentence. I have only twice made use of the newspaper as the reading test of Standard VI., for this reason, that I have lost much time and met with much difficulty in finding an unobjectionable paragraph. I do not mean that it is objectionable morally, but unfair for the reader,

either from the words used, which are such as a boy or girl never has met with, and is not likely to meet with in life, or names of foreign places or persons, or terms of art and science, or semi-French words, or what may be called slang terms in politics or literature; independently of the whole subject being frequently one entirely unintelligible to the reader, or one with which he is not likely ever to be conversant. I do not think that any one who has never taken up a newspaper with the object of finding a fit paragraph as a reading test for a boy or girl of the working classes from 13 to 15 years of age, has any idea of its difficulty. I have, therefore, always made use of the alternative lesson-book, which is much more free from these hindrances.

Writing both on slates and in copy-books has improved much of late years, and there is reason to think that it will improve still more. I do not know of a single exception to the rule which I mentioned in a late report, that where the handwriting in a school is really good the school is always popular, and well-attended, though it may not be good in all other respects. Indeed, copy-books may be called the parents' barometer, and as they rise or fall, the school rises or falls in their estimation. They are visible signs to them, which they can recognize, and of which they can judge, when all the other subjects of school-teaching are a mystery or a vexation to them.

I am glad to report a great increase of that bold, rather upright, and full-formed writing to which Lord Palmerston directed attention some years ago. This is to be found more frequently in boys' than in girls' rooms; but in the latter there is also less of that singularly ugly, entirely unmeaning, and generally illegible writing, which is called "pointed hand," or, when the inquiry is not made by an inspector, wrongly enough termed "ladies' hand." With the improvement in writing I include also improvement in spelling. This is, I conceive, chiefly owing to intelligent dictation instead of what were called in the olden time "set spellings." These spellings consisted of tall columns of words, of six, seven, and eight syllables, carefully divided, to be "got by heart" by the children and repeated with the greatest rapidity, a rapidity not however greater than that of the forgetfulness which followed. Such words as—

In-ter-co-lumn-i-a-ti-on.
Hy-po-chon-dri-a-sis.
Un-in-tel-li-gi-bi-li-ty.

were the staple of such spellings, and really useless for their

purpose. But a dictation lesson now, where well chosen, is one of the greatest use and interest to children. It is either a passage of some familiar subject in the reading lesson, or, what seems to me still better, a few sentences composed by the teacher, in which he can suit the need of his class and introduce such words as may be most useful for them to learn. In my examinations I have tried the school children in all the common articles of food, dress, and furniture, in many of which they frequently are at fault. I have never yet met with a girl able to spell "chemise," whilst very few boys spell "trousers" rightly.

In arithmetic I am struck with much the same weakness as that noticed under the head of religious knowledge; the lower classes are frequently instructed very mechanically in this subject. They have small knowledge and insufficient practice in numeration and notation. They frequently work a sum in addition or subtraction without any explanation or understanding of the principle on which it proceeds. They "put down one" and "carry one" in addition without recognizing any difference in the value of the figures. And they "borrow one" and "pay it back" in subtraction without suspecting the clumsiness and unreality of the transaction. In the actual formation of the figures there is a correspondent improvement to that in writing. They are more fully shaped, larger, and more upright. I have always recommended that in all the lower classes of a school direct lessons should be given at least once a week in figure making. The teacher should show their proper size, their different parts, their relation to each other, and how much the "heads" and "tails," as they are called, should be written above or below the level. Writing and figure-making are indeed a sort of drawing, and the instruction given in schools of late years in this subject must lead to improvement in them both by increasing the facility of observation and giving facility of execution.

I have not yet examined any night-schools under the New Code. Those which I inspected during the year showed the same characteristic as in previous years, the difficulty of obtaining—not by any means enforcing—attendance at the inspector's visit. Indeed the difference in this respect between the day and night school is very striking. In the day-school the attendance at the yearly examination is almost always larger, sometimes considerably so, than the average attendance. In the night-schools the reverse is the case, and the attendance falls below the average. In those inspected last year, for instance,—

—	Average Attendance.	Present at Examination.	Increase.
Day-schools.			
Boys - - -	13,273	14,834	11 per cent.
Girls - - -	10,217	11,568	12 „
Night-schools.			Decrease.
Males - - -	381	368	Nearly 3 per cent.
Females - -	175	155	Nearly 12 „

I can quite understand and fully sympathise with the feelings of some of the night scholars when subjected to an examination by a stranger and a government official. However carefully, nay almost tenderly, conducted, such an examination must be very irksome and unpleasant to a grown-up person, either man or woman, especially when little instruction has been received, and the intelligence little cultivated in earlier life. But, as might be expected, this reluctance is less in good than in bad schools; and also in those that have been long established than in one which is new or has been only a short time at work. Most probably as the night-schools begin to take their proper place in the education of the country, and to be more regular in their operations, this feeling will pass away, and the examinations in them become as well attended and as popular as in the day-schools.

The Working Man's College at Haley Hill, Halifax, still keeps its ground well as one of the most important and successful of its class in the North of England. The night-school at Farnley Iron Works, near Leeds, is also very satisfactory, both in the amount of instruction received by the scholars and of the good spirit imparted to them. Too much praise cannot be given to the master for his intelligent and loving work in it, nor to the managers for their careful superintendence of it and their large and constant liberality in its support.

An important question has been raised during the last year in my district with regard to the incomes of schools. They will not henceforth be derived in the same proportion from the same sources as at present. Must they then be kept up to their present value, or can they be diminished without affecting the efficiency of the school? And if kept up how are they to be obtained? A practical answer has been given to this question in most of the large towns of Yorkshire by raising the school fees. They have been raised

from 2*d.* to 3*d.*, from 3*d.* to 4*d.*, and in some cases from 4*d.* to 6*d.*, thus making the working classes pay from 25 to 50 per cent. more than heretofore for the education of their children. Have these classes then any reasonable ground of complaint at this increased payment? I think not. For several years in Yorkshire the school fees have raised above half of the local income of the schools. In the last year they represented 51 per cent. of it, In previous reports I have shown that this is a higher per-centage than in most parts of Great Britain. Yorkshire and Lancashire are in this respect considerably ahead of other counties. The addition of 25 per cent. would only make the parents pay for three-quarters of the expense of their children's schooling. In the manufacturing and mining districts they are in general well able to afford this. I am speaking of common times and common circumstances, and I state my belief that this additional payment will in nine cases out of ten not require any sacrifice of home-wants or indeed comforts, but only of money ill or foolishly spent in drink, in dress, in gambling, or in gadding about. In our agricultural districts also the wages are good, and with the assistance which school managers are always ready to give to the children of a large family, generally equal to the somewhat larger payment that may be required for schooling.

The voluntary contributions which represent the assistance given by the upper classes to the education of the lower amount during the last year to 34 per-cent. of the local school income. They vary in general from 39 to 40 per cent. of it. I do not think that this per-centage is likely to increase, nor indeed can an increase be fairly expected. But there is no reason to anticipate much falling off in it.

In many cases the managers of schools have undertaken to pay teachers with whom they are well satisfied, in addition to their fixed salary, the whole of the sum that would in former years have been due to them on account of their certificates. This seems to be a wise and kind arrangement. Perhaps the best that can be made in common cases is to guarantee a certain stipend to the teachers, and to make the remainder of their income depend upon the amount of capitation grant earned by their school. In some places the managers reserve a certain sum for the necessary expenses of the school, and make over whatever remains to the teachers. In others they give up the whole, subscriptions, school fees, capitation grant, &c. to the teacher, making him responsible for all expenses of the school, including the repairs and renewals of the building, and in such a case the school

becomes a "private adventure" school, subject to the condition of certain hours and certain subjects of instruction, and, in church schools, to the supervision of the religious teaching by the clergyman. I am struck with the small amount of expenditure in books and apparatus during the last year. It has been at the rate of little more than one shilling per head of the children in average attendance. As in the new examinations it is necessary for each child to have a book and slate, a larger supply of these materials will be needed, and must be procured. At present in some schools there are not books for all the children reading them, so that some must look over, to the equal hindrance both of discipline and progress. Frequently also there are not slates for more than half the children present. Every child coming to school should be required to furnish itself with book, slate, pencil, and sponge, as well as with copy-books and pens when able to use them. These articles should be required as strictly as neat and sufficient clothes, clean hands and face, and tidy hair, and should be inspected at every morning meeting of the school."

The school-age of children continues much as it was, and much as, under the circumstances of our country, it is ever likely to be in day-schools. Of the whole number inspected by me last year, more than one quarter (25·5 per cent.) were under six years of age. This return includes the infants' schools. More than one half of the whole number (57·5 per cent.) where under nine years of age, and only about one-tenth (10 per cent.) above the age of 12 years. In fact the return made of school-age is much like a flight of steps, ascending gradually on one side, descending on the other. Up to the age of nine years the number of children goes on increasing. There it stops, and thence decreases, but more rapidly and irregularly.

$\frac{1}{5}$th	8 and 9	9 and 10	$\frac{1}{8}$th
$\frac{1}{5}$th	7 and 8	10 and 11	$\frac{1}{9}$th
$\frac{1}{9}$th	6 and 7	11 and 12	$\frac{1}{10}$th
$\frac{1}{10}$th	5 and 6	12 and 13	$\frac{1}{14}$th
$\frac{1}{15}$th			
Between $\frac{1}{16}$th of whole number	4 and 5	13 and 14	$\frac{1}{35}$th
Under 4 years		above 14	$\frac{1}{83}$rd

Out of 34,266 children only 412 (1·2 per cent.) are returned as above the age of 14. Nothing can be said in addition to these facts. Unless the age of the children be kept constantly in mind no fair view can be taken of school-work.

An important question has been asked by Sir G. Grey, as to the operation, with regard to attendance of boys at school, of the Act for the Regulation and Inspection of Mines, (23 & 24 Vict c. 151.)

Judging by the schools which I have inspected in the mining districts, and by information obtained from their teachers and managers, there seems to be no doubt that it has produced some, but hitherto only a slight effect. I give below the returns made to me from three schools in different parts of the South Yorkshire coal-field, and proceed to state the reasons which, in the opinion of many persons well qualified to judge, have hindered and in some cases defeated the object of the Act. With regard to the education of children working in mines; the Act provides (p. 2), that a boy above the age of 10 years, and under the age of 12 years, may be employed in a mine or colliery if he obtain a certificate under the *hand of a competent schoolmaster* that *he is able to read and write.* These expressions open a wide door for abuse. The term *competent schoolmaster* is very vague. Under this nomenclature, any schoolmaster teaching any kind of school may give the certificate required. Possibly there is no schoolmaster who is actually unable to tell whether a boy can read or write. But there is no doubt of the fact, that boys obtain their certificates whose reading and writing, if they can be so called, are of the most wretched character, and perfectly useless for the purpose of education. If there were in each colliery-district one really competent schoolmaster who should receive a small payment for issuing these certificates, and on whom all the responsibility would rest if they were wrongly granted, a considerable abuse would be remedied The Act would then resemble in this respect the Factory Act where one medical officer is appointed to pass children at "full time." The terms, also, reading and writing should be more strictly defined. "Reading," might consist of one or two sentences out of some well known book. "Writing" might be the name and residence and a line of round or small hand from a copy. Without some such arrangements for a really "competent master," and some such settled test of ability to read and write, the object of the Act will be defeated, not only by dishonest persons, but by those who believe that they are carrying out the point when they keep within the letter of the law. The returns of the three schools which I have mentioned, are as follows:

TINSLEY PARK COLLIERY SCHOOL. (Girls omitted.)

1861.

58 boys in the school, average age 7·32 years.
10 boys between 10 and 12 years of age.

1862.

76 boys in the school, average age 7·66 years.
24 boys between 10 and 12 years of age.

1863.

94 boys in the school, average age 7·61 years.
22 boys between 10 and 12 years of age.

GARFORTH CHURCH SCHOOL.

——	1860.	1861.	1862.	1863.
Average age for the whole school - -	7·5	7·7	7·9	7·8
Average age of those between 10 and 12 -	10·7	11·0	10·9	11·2
Number of scholars between 10 and 12 -	17	19	24	20

WOMBWELL SCHOOL.

——	1860.	1861.	1862.	1863.
Children between 10 and 12 - -	25	26	4	28
Average age of whole school -	6·96	7·0	7·5	7·4
Per-centage under 10 - -	84·8	85·04	74·37	78·4
Per-centage above 10 - -	15·2	14·96	25·63	21·6

In this return the girls are not separated from the boys.

I am unable to make any return of the employment of time of my late assistant inspectors, as they took charge of their own districts before the close of the official year.

My own time has been thus occupied,—

	Days.
Inspecting elementary schools - - -	156½
„ normal schools - - - -	6
Holding examinations of pupil-teachers - -	12½
„ „ candidates for certificates -	9
Revising papers of pupil-teachers - - -	12½
„ „ candidates - - -	17¼
Travelling only - - - - -	1¼
Writing General Report - - - -	13½
Correspondence, &c. - - - -	59½
Vacation - - - - - -	20
Private business - - - - -	4
Sundays - - - - - -	53
Total - - -	365

As this is the last return to be made under the Old Code it may be well to make a few remarks in it with regard to the amount and character of an inspector's work.

The number of days which he is able to give to the actual inspection of schools is generally about 150. The remainder of his time is fully occupied by other duties. In 156½ days of inspection last year I examined 181 schools, consisting of 261 departments, which gives an average of above 1½ per day. These schools contained on the day of examination 27,721 children, making an average of 178 per day. This is an unusually large number, much larger than could fairly be examined in the usual school time, requiring extra hours and constant and very wearisome attention.

In the 12½ days given to the examination of pupil-teachers and candidates, 1,003 of these young people, (531 males and 472 females) were examined. At the same time with them 22 assistant-teachers (13 males and 9 females) were also examined. Much of an inspector's time is necessarily occupied in the revision of examination papers. In nearly 30 days of last year given to this work I revised 1,569 papers, or above 50 per day, which is a hard day's work even for those who are well accustomed to it. This number does not include those papers worked by children of the three upper standards in the school-examinations, which I have revised, but of which I have no record.

The common correspondence of an inspector is at times very heavy, fully requiring one day of every week. In some years my letters have been nearly 3,000, nine-tenths of which are official. In the 59½ days which I have returned for correspondence, other work has been included, consisting of general district arrangements, revision of district lists and settlement of new district, preparation of examination papers for apprentices under the New Code, preparation of papers, and their revision in examinations voluntarily undertaken by your Lordships' permission, as of candidates for prizes, from the West Riding Association of Coal and Iron Masters, and those of the Hallamshire and Eccleshall Agricultural Society. All these take up a good deal of time and cause additional labour to an inspector, leaving him little leisure either for social duties, or for the enjoyment of family life.

I have the honour to be, &c.

F. WATKINS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, C. H. ALDERSON, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* BEDFORD, CAMBRIDGE, DERBY, HUNTINGDON, LEICESTER, LINCOLN, NORFOLK, NORTHAMPTON, NOTTINGHAM, *and* SUFFOLK.

MY LORDS, London, January 1864.

New schools.

DURING the past year five new schools have been added to the number inspected by me in previous years. The Nottingham George Street British School has been withdrawn before the time for inspection arrived.

Discipline of elementary schools.

Some of these institutions, thus seen for the first time, as well as many of those which have been subject to an annual visit for the last six or seven years, struck me as being better taught than disciplined. In my last report I ventured to make some observations on the discipline of infant schools. I avail myself of the present opportunity to supplement them by a reference to what, for want of a better name, are known as juvenile departments.

The chief cause of imperfect discipline seems to me to be this, that, as compared with instruction, teachers undervalue the importance of good order, or at any rate do not take the same pains to secure it which they lavish on the work of imparting knowledge. The more I see of schools the more stress I am led to place on good discipline as the condition precedent of all efficient instruction. Teachers are apt to think that it involves no more than the absence of flagrant disorder and unruliness. When they have suppressed the turbulent elements to the point of a chronic simmer they are content. They even have a definite theory on the subject, as I have often gathered from them in conversation. So many boys *must* make so much noise. A school of a hundred children will be exactly double as noisy as a school of fifty, and if another hundred be added, the noise will increase in a direct proportion. Without denying for a moment the difficulty of getting children to work their exercises quietly, I cannot but think it a great mistake to set out by assuming that a considerable amount of disturbance is inevitable, and that as you add to the number of children, so you must add to the noise of the school-room. On the contrary, whatever be the actual fact, it is better for the teacher to assume that there need be no noise at all. To start with a low standard of discipline, or to admit

tacitly that a high standard is practically unattainable, is a fatal error of judgment on the part of a young teacher. Bye and bye he will himself lose the nice perception of order which he had at starting. Nothing is more common than to find a master unconscious to a great extent of the atmosphere of disorder in which his school is conducted. His ear has become blunted to the noise that reigns around, and in the midst of which day after day is passed. Sometimes the fault in the discipline of a school is not so much that the standard aimed at is too low, as that the teacher having acquired a certain amount of power over his scholars has stopped short, and not sought to convert the impression made into a *habit*. In such cases the discipline is not so much faulty as incomplete. While the teacher's eye is on his scholars, they are awed by his presence into silence and docility, but the moment his back is turned the spell is broken, and fresh noise arises. I have noticed this feature as specially incident to schools where the teacher has had the natural gift of impressing the young. It is one of the temptations of this sort of genius to lead its possessor to rely too much on his own personal and immediate influence. A look or a gesture may act as an effectual check for the moment, but it can never effect what the habits of silence and order alone can. I am constantly finding that command over children and good discipline are terms by no means convertible; and in reporting on individual cases, I am often obliged to draw this distinction. To gain a clear conception of all that is involved in good discipline is one of the first duties of a teacher. It is much more than the maintenance of tolerable silence during school hours. Nothing, for example, is at the present moment of more vital importance than that the children's exercises on the day of inspection should be worked with absolute integrity. If one boy copies from another, the examination becomes a mere elaborate farce, and the very basis of the parliamentary grant is vitiated. Here is a bad habit, far too common in elementary schools. To correct or prevent it is a point of *discipline*. Reading, again, is at first sight a mere matter of instruction. Viewed a little more closely, its quality will be seen to depend on discipline as well. You teach a child the sound and meaning of letters and words, and so far as this is reading, it is instruction which he receives. But the habit of opening the mouth so as to be clearly and easily heard, the necessary accompaniment of all good reading, can only be acquired by a course of *discipline* specially directed to that point. Good reading

is the result therefore of instruction and discipline combined. Thus discipline runs at one end into moral training and at the other into intellectual instruction. The majority of teachers take it to mean much less, and it is precisely for this reason that their discipline is so often unsatisfactory. Secondly, more care and more *thought* are wanted in devising methods for obtaining good discipline. If half the pains and ingenuity expended on methods of instruction were directed to the attainment of good discipline, the results achieved by popular education would be far greater. New ways of teaching this subject and that are perpetually cropping up, about which I hear much from the teachers in my district. But how to secure most quiet of tongue and limb in school, how different classes and different sexes may work with least mutual disturbance, how the mischievous habit of copying may be prevented, how frank and outspoken answers may be obtained, these are problems which seem to engage their minds much less. Take care of the instruction and the discipline will come of itself; this appears to be the principle on which too many teachers act. On all that pertains to discipline they bestow little original thought, content in most cases to adopt at second hand hap-hazard arrangements often opposed to experience and common sense.

Increased attention, as might have been expected, has been paid to the three elementary subjects, especially among the lower classes in schools. But in geography and grammar, subjects chiefly useful as developing the general intelligence, there has been during the past year a marked falling off. In large schools of established reputation the higher branches of instruction still maintain their place, mainly through the influence of the richer class of parents. Farmers and tradesmen would not continue to send their sons to a school which did not profess to teach geography and grammar. But in all cases where this parental pressure is not felt grammar and geography have declined. Instruction.

I am sorry I cannot report as favourably as in previous years of the pupil-teachers in my district. Both their written exercises and their practical skill seem to me to show deterioration. Their demeanour in school has been marked, in many cases, by a langour and want of interest which I am sorry to notice, and have very rarely noticed till now. It is probably to be accounted for by the fact that many of them have intended to quit the profession of a teacher at the end of their engagement. With regard to the future supply of pupil-teachers, I have found compara- Pupil-teachers.

tively few eligible candidates ready to take the place of those whose time of service has expired.

Much credit is due to the certificated masters for the judicious arrangements with which they have met, in many cases, the serious difficulty of a reduction of the school staff. Where circumstances allowed, some of them have started a monitorial class, in aid of the regularly appointed pupil-teacher. The first 10 or 12 boys in the school assist, in turn, in the work of instruction, receiving, perhaps, for their services some small gratuity. The only drawback to this arrangement is its uncertainty; just as a monitor is becoming useful he is liable to be withdrawn. A monitorial class is possible in large town schools only. In small schools in rural districts the material for such a class does not exist. In these the master has been thrown very much on his own resources. The average attendance being under 90, no pupil-teacher is required by your Lordships' regulations. The employment of pupil-teachers, consequently, has been already discontinued in several of the rural schools in my district, and as existing engagements expire fresh ones are not likely to be contracted. Tebworth, Laceby, and Brant Broughton Wesleyan schools, Woodhurst, Willingham, and Colnes United British schools, are rural schools in different parts of the country where pupil-teachers have either ceased to be employed or their number has been reduced to a point which impairs the efficiency of the institution. The average staff of the rural schools which I visit has hitherto consisted of a certificated master and one pupil-teacher. They are almost invariably mixed schools. The success of a school so organized mainly depends on there being a competent assistant to second the master's efforts. It is impossible for the results to be satisfactory when the teacher has to deal single handed with a mixed attendance of boys, girls, and infants; but with one pupil-teacher to assist the task becomes much less difficult. As a matter of fact, there are many mixed schools in rural districts efficiently conducted by a master and one pupil-teacher. I cannot look without apprehension on the prospect of the withdrawal from rural schools of a portion of the teaching power essential to their success. In town schools pupil-teachers were often unnecessarily multiplied, but in rural schools never. The reduction of their total number will be in town schools nothing more than a reduction, but appears to me likely to operate as their extinction in small rural schools.

Monitorial classes.

It is, perhaps, rather premature to report to your Lordships on the operation of the new system of examination.

Standard examinations.

It may, however, be useful to record my experience of it during the past year, and to indicate the principles which I have kept in view in applying it to elementary schools. The main object being to improve the quality of the reading, writing, and arithmetic, and to secure their being taught with equal care from the highest scholar to the lowest, I have advisedly adopted what I believe to be a high standard in judging of school results. I have required more accuracy and precision in the prescribed exercises than was expected in former examinations, and have passed no child who failed to work to *the full extent* of the specified subjects. Upon an average, about 76 per cent., or rather more than three-fourths of the grant obtainable by examination, has been secured. That so large a proportion of scholars has passed successfully at the commencement of the new system may be regarded as a convincing proof that the teaching of the three elementary subjects has not been of late years neglected. A school must be at least "very fair" to pass with no larger a per-centage of failure. In conducting examinations I have felt the advantage of having my attention drawn more closely and definitely to certain points in the instruction. Spelling is a subject to which I have always paid much attention. The mode of testing it has been in former years to set a passage of some length to be written from dictation. The revision of this exercise used to take much time and trouble, without which it was impossible to obtain the average of mistakes in each class. Now that the dictation is limited to a single sentence I am able to detect errors at a glance, and judge of the character of the spelling accordingly. It is the same with the writing, to which the spelling is incidental. Instead of hearing each class read, and forming an approximate opinion of the merit of the reading, I am now enabled to know how each individual scholar reads, as well as his name and age. The arithmetic, too, has been much simplified by the abandonment of many of the higher rules, as decimal and vulgar fractions, which have hitherto been taught in elementary schools. I can test, therefore, with greater strictness the accuracy with which the remaining rules, from practice to simple addition, are worked. I must own to finding more difficulty in judging of the discipline of schools. The discipline is a general feature which it is not easy to gather when a school is taken, as it were, to pieces for the purpose of individual examination. Searching as is the test which the Revised Code applies, I have as yet discovered no instance in which it has reversed any former decision about the merits of a

school; it has hitherto in every case confirmed my previously entertained opinion. In really good schools the per-centage of failure has been trifling, while in others of a different kind barely half of the grant dependent on examination has been obtained.

The most useful of all the standards of examination seems to me to be Standard I. It supplies what in infant schools has been long needed—a sensible and intelligible standard of work for the first class of an infant school. Infant teachers seem often at sea as to what they ought and what they ought not to teach; now they have a definite standard before them, strictly confined to the rudiments of the three rudimentary subjects. I anticipate great and permanent improvement in the education of the country from this; and in my opinion it would be unwise to postpone the time for passing this particular examination to a later period in the school career than has been fixed by the Revised Code. In institutions which comprise both juvenile and infant departments the task of preparing the children for the examination of Standard I. should, as a rule, be left to the *infant* teacher. Of course there must be some exceptions, as when age precludes a boy from being taught with children much his juniors; but, in theory, the children presented for the lowest grade of examination should belong to the infant department, and as few of them as possible be admitted to the department above. This arrangement involves an advantage to both schools. The infant mistress will work the better for being made responsible for an important share in preparing the scholars for the annual examination; the teacher of the juvenile school will be relieved of the embarrassment of teaching very young children among others much older. The line of demarcation between the infant and juvenile departments ought in future to be drawn, as it appears to me, as nearly as possible between the two lowest standards of examination.

The work of preparing for Standard I. to be left as much as possible to the infant teacher.

It will be matter for regret if any part of the responsibility with which your Lordships have sought to invest school managers should in future be transferred to teachers. But in schools of the class which I visit there seems to be some likelihood of this. In many cases the superintendence of managers appears to me little more than nominal. In one instance brought to my notice lately, it had been impossible for the last two years to get an audit of the school accounts. In another, no steps had been taken to fill the important office of treasurer, vacant through resignation. In a third the managers had shifted their functions in a

Responsibility of managers.

lump to the master, who farmed, as it were, the school funds, providing out of them for the maintenance of the institution. I hear of prospective arrangements between managers and teachers, which seem to imply the abdication, on the part of the former, of a part at least of the functions with which they have hitherto been intrusted. It is proposed, in some cases, to hand over the Government grant *en bloc* to the teacher, for him to provide and pay out of it as good a staff of subordinate teachers as may be compatible with his own claims to remuneration out of the same fund. The inducement to this course seems to be not merely the desire to escape trouble or anxiety, but a regard to economy. A master who is left to find his own class-teachers gets them probably for a smaller salary than would be required from a school committee in treaty with a parent for his son's services. There are usually among the parents one or two families with whom the teacher is exceptionally intimate, and among those families three or four of his most promising pupils are usually to be found. Boys of this kind become attached to the master and he to them, and from this source the teaching staff can be recruited at less cost than it would involve where no such mutual tie previously existed between the teacher and his assistant.

Improved school books.

The reading books now in general use in the schools of my district are a great improvement on those of an older date. They are better graduated, and contain more valuable matter. The children of the labouring poor now have access to several well-chosen selections from the best authors. Their introduction will have an excellent effect on education, especially on that part of education which a boy gives himself. School books, it must be remembered, are taken home and read out of school hours, read aloud in many cases to parents. While they consisted of little more than a string of arid moralities, they were hardly calculated to improve the taste or stimulate the desire of knowledge. The new series are full of matter interesting to the adult no less than the juvenile reader. Already they are in great request, I am told, in the children's homes. It is not too much to say that they have both supplied a notorious want and given a fresh stimulus to education.

I have the honour, &c.

C. H. ALDERSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* BRITISH *and other* SCHOOLS *not connected with the* CHURCH OF ENGLAND *inspected by him in the Counties of* BERKS, BUCKS, ESSEX, HERTS, KENT, MIDDLESEX, *and* OXFORD.

MY LORDS, London, January 1864.

I HAVE the honour of presenting to your Lordships my report for the year which has just ended.

The great school event of the year has of course been the introduction, in the latter half of it, of the new system of examinations prescribed by the Revised Code. I have not hitherto applied to your Lordships for any help in conducting these examinations in my district, but have, so far, accomplished them all myself, because I was anxious fully to observe their working. I have not to make any remarks upon their financial working, its effect upon schools, and its acceptability to managers. I confine myself entirely to their practical working as a system of school *examinations*, and to points in which they make the inspection of a school now a different matter from what it used to be formerly.

Inspection and examination.

It might have been wished and intended, perhaps, that the old inspection should take place just as before, and that the examination should be merely a new thing superadded to it. Practically this is not so, and I think, without a very large increase in the body of inspectors, and a strict discrimination of their separate kinds of function, it cannot be so; practically the old inspection tends, and I think will tend more and more, to disappear. I am speaking of the old inspection considered as an agency for testing and promoting the intellectual force of schools, not as an agency for testing and promoting their discipline and their good building, fitting, and so on. For their discipline and for their material suitability, the new system furnishes the same or nearly the same means of care as the old one. For their intellectual force it furnishes no longer the same means of care, but a different one; I do not say a means of care less valuable or not more valuable than that furnished by the old inspection, but a different one. It is important to point out this difference, in order that one undoubtedly useful sort of care which inspection used to provide for the intellectual progress of schools, but which it provides no longer, or in a much lesser degree than formerly, the managers may take measures to provide in some other way.

Inspection under the old system meant something like the following. The inspector took a school class by class. He seldom heard each child in a class read, but he called out a certain number to read, picked at random as specimens of the rest; and when this was done he questioned the class with freedom, and in his own way, on the subjects of their instruction. As you got near the top of a good school these subjects became more numerous; they embraced English grammar, geography, and history, for each of which the inspector's report contained a special entry, and the examination then often acquired much variety and interest. The whole life and power of a class, the fitness of its composition, its handling by the teacher, were well tested; the inspector became well acquainted with them, and was enabled to make his remarks on them to the head teacher; and a powerful means of correcting, improving, and stimulating them was thus given. In the hands of an able inspector—an inspector like Dr. Temple, for instance (one may particularise Dr. Temple without invidiousness, for he has ceased to be an inspector)—this means was an instrument of great force and value.

The new examination groups the children by its standards, not by their classes; and however much we may strive to make the standards correspond with the classes, we cannot make them correspond at all exactly. The examiner, therefore, does not take the children in their own classes. The life and power of each class as a whole, the fitness of its composition, its handling by the teacher, he therefore does not test. He hears every child in the group before him read, and so far his examination is more complete than the old inspection. But he does not question them; he does not, as an examiner under the rule of the six standards, go beyond the three matters, reading, writing, and arithmetic, and the amount of these three matters which the standards themselves prescribe; and, indeed, the entries for grammar, geography, and history have now altogether disappeared from the forms of report furnished to the inspector. The nearer, therefore, he gets to the top of the school the more does his examination, in itself, become an inadequate means of testing the real attainments and intellectual life of the scholars before him. Boys who have mastered vulgar fractions and decimals, who know something of physical science and geometry, a good deal of English grammar, of geography, and history, he hears read a paragraph, he sees write a paragraph, and work a couple of easy sums in the compound rules or practice. As a stimulus to the intellectual life of

the school—and the intellectual life of a school is the intellectual life of its higher classes—this is as inefficient as if Dr. Temple (to recur to him again for illustration), when he goes to inspect his fifth form, were just to hear each boy construe a sentence of delectus, conjugate one Latin verb, and decline two Greek substantives.

I know that the aim and object of the new system of examination is not to develope the higher intellectual life of an elementary school, but to spread and fortify, in its middle and lower portions, the instruction in reading, writing, and arithmetic, supposed to be suffering. I am not contesting the importance of this subject, or the adequacy of the means offered by the new examination for attaining it. I am only pointing out the real value of a certain mode of operation on schools which the old inspection undoubtedly supplied, and which the new examination does not and by its nature cannot supply.

It will be said that we must conjoin the old inspection with the new examination; undoubtedly we must so far as we can. But I think no one who is much acquainted with schools and examinations will imagine that we can do this at all completely. The whole school felt, under the old system, that the prime aim and object of the inspector's visit was, after insuring the fulfilment of certain sanitary and disciplinary conditions, to test and quicken the intellectual life of the school. The scholars' thoughts were directed to this object, the teacher's thoughts were directed to it, the inspector's thoughts were directed to it. The scholars and teacher co-operated therefore with the inspector in doing their best to reach it; they were anxious for his judgment on their highest progress, anxious to profit by this judgment after he was gone. At present the centre of interest for the school when the inspector visits it is changed. Scholars and teacher have their thoughts directed straight upon the new examination, which will bring, they know, such important benefit to the school if it goes well, and bring it such important loss if it goes ill. On the examination day they have not minds for anything else. If it were possible for the inspector to make the old inspection, unaltered so far as he was concerned, precede the new examination, it would no longer be the same inspection, for he would no longer have the children's spirit in it, and without this he could no longer make the same test of their intellectual life; he would no longer have the master's whole interest and attention in it, and without these he would no longer criticise and counsel with profit, and so be able to

stimulate the school's intellectual life for the future. I think, if the peculiar valuable effect of the old inspection is to be retained, this inspection ought, on these grounds, to be disjoined from the new examination.

But on other, and purely material grounds, it *must* be disjoined from it. The new examination is in itself a less exhausting business than the old inspection to the person conducting it; it does not make a call as that did upon his spirit and inventiveness; but it takes up much more time, it throws upon him a mass of minute detail, and severely tasks hand and eye to avoid mistakes. Few can know till they have tried what a business it is to enter in a close-ruled schedule, as an examination goes on, three marks for three different things against the names of 200 children whom one does not know one from the other, without putting the wrong child's mark in the wrong place. Few can know how much delay and fatigue is unavoidably caused, before one can get one's 600 communications fairly accomplished, by difficulty of access to children's places, difficulty in seeing clearly in the obscurer parts of the school-room, difficulty of getting children to speak out,—sometimes of getting them to speak at all—difficulty of resisting, without feeling oneself inhuman, the appealing looks of master or scholars for a more prolonged trial of a doubtful scholar. Then there are inquiries and returns to be made by the inspector about log-book, portfolio, accounts, pupil-teachers' engagement and stipends, which had not to be made formerly. An inquiry has just been added respecting the means and position in life of school children's parents, to discover whether they are proper objects of state aid. All this makes the new examination a business of so much time and labour, as to deprive the inspector of the needful freshness and spirit (to conduct the old inspection properly needed a good deal of spirit) for joining with it, on the same occasion, the old inspection. If I insist on this, it is that I may exhort managers themselves to supply, in case of need, a mode of stimulus to their schools which was very useful to them. The clergy, who are the usual managers of National schools, could probably supply what is wanted without difficulty; and I think the managers of British and Wesleyan schools, with a little exertion and good-will, might find means to supply it to their schools also.

I have been struck by one result of the practical working of the new examinations which I am sure your Lordships never intended. I mean the peculiar severity with which they tell upon the younger classes in a school

owing to the timidity natural to this age. When a boy of 11 or 12 years of age is so shy that he cannot open his mouth before a stranger, one may without harshness say that he ought to have been taught better and refuse him his grant; but when a child of seven is in this predicament one can hardly, without harshness, say the same thing, and to refuse him his grant for a timidity which is not, in his case, a school fault, seems to be going beyond the intention of your Lordships, who designed the refusal of your grants to be a punishment for school faults.

Reading books.

The attention which has been drawn by the Revised Code to the elementary subjects of reading, writing, and arithmetic has already had the happiest effect in improving the quality of school reading books. At last the compilers of these works seem beginning to understand that the right way of teaching a little boy to read is not by setting him to read such sentences as these (I quote from school works till lately much in vogue): "the crocodile is viviparous," "quicksilver, antimony, calamine, zinc, &c., are metals," "the slope of a desk is oblique, the corners of the door are angles;" or the right way of teaching a big boy to read better, to set him to read: "some time after one meal is digested we feel again the sensation of hunger, which is gratified by again taking food;" "most towns are supplied with water and lighted by gas, their streets are paved and kept clean, and guarded by policemen;" "summer ornaments for grates are made of wood shavings and of different coloured papers." Reading books are now published which reject all such trash as the above, and contain nothing but what has really some fitness for reaching the end which reading books were meant to reach. Some of them even go a little too far in the effort to avoid dryness and pedantry and to be natural and interesting; they contain rather too many abbreviations, too many words meant to imitate the noises of animals, and too much of that part of human utterance, which may be called the *interjectional*. The little children, for whom the books are designed, are apt to be rather puzzled by words of this kind, and, even if they were not, it is a fault in a short reading lesson to contain too much of them. But this fault, which certainly some of the best of the new reading books do not quite avoid, has at least the merit of being a fault on the right side.

Pupil-teachers' recitation.

No more useful change has in my opinion ever been introduced into the programme of the pupil-teachers' studies than that which has lately added to it the learning by heart of passages from some standard author. How difficult it

seems to do anything for their taste and culture I have often said. I have said how much easier it seems to get entrance to their minds and to awaken them by means of music or of physical science than by means of literature; still if it can be done by literature at all, it has the best chance of being done by the way now proposed. The culture both of the pupil-teacher and of the elementary schoolmaster with us seems to me to resist the efforts made to improve it and to remain unprogressive, more than that of the corresponding class on the continent. Ignorance is nothing; such a blunder as this of an English student, "Pope lived a little prior to the Christian era," a French or Swiss student might also commit; but the hopeless want of tact and apprehensiveness shown by such a sentence as this, "I should consider Newton "as a great author; firstly, *on account of the style and* "*value of his works;* secondly, on account of his most "valuable and wonderful discoveries, *coupled with the* "*pains he took to diffuse his self-acquired knowledge* "*among the people*," no French or Swiss student, who had read the books and heard the lectures which the English student who wrote that sentence had heard and read, would in my opinion ever equal. It is true that if you take the bulk of the scholars, even in schools for the richer classes, the rate of culture is very low; but then it is to be remembered that our pupil-teachers and students are a select body, not the bulk of a class, and have gone through a careful training and schooling.

Culture of English and of Scotch students.

This is not the place to speculate on the causes of this inferiority, but I will make one observation. These shortcomings in taste and culture naturally show themselves more manifestly in the student's grammar and composition papers than in any other. I have just looked over nearly a thousand of these papers, and the Scotch students, especially perhaps those of the training schools of the Scotch established church, seem to me to have in general both more of positive culture and more of capacity for culture than their English fellows. It is not that they give one the impression of having worked harder or done more to get information; their papers are often worked in rather a slovenly style, in all externals they have by no means the neatness and smartness which the papers of students from the best English training schools exhibit (I take this opportunity of saying that the handwriting of the Scotch students as a body greatly needs improvement), but they certainly have more *culture*. I attribute this to the effect insensibly produced on all classes in the country by the long establish-

ment of education for all, as a matter of public institution and national importance, in Scotland.

Teachers. In England it is among the teachers that the desire for a better culture, and the attainment of it, most shows itself. It shows itself in those in my district by more and more numerous efforts to pass the examinations which the London University, with a wise liberality, makes accessible to so large and various a class of candidates. I gladly seize every opportunity to express the satisfaction which the sight of these efforts gives me. To the able, the ardent, and the aspiring among the young teachers of schools under my inspection, I say: Your true way of advancing yourselves, of raising your position, of keeping yourselves alive and alert amidst your trying labours, is there. And the more the Government certificate comes to be regarded as a mere indispensable guarantee of competency, not as a literary distinction, the better; literary distinction should be sought for from other and larger sources.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, E. H. BRODIE, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* DURHAM, NORTHUMBERLAND, *and* YORK, *and in* SOUTH WALES.

MY LORDS, Durham, Jan. 1864.

THE re-arrangement of districts, consequent on the appointment of two new inspectors, not practically taking effect till near the close of the official year, does not affect this report, which will still on this occasion exclusively relate, as formerly, to the counties of Northumberland, Durham, and York.

I.—NUMBER, INCREASE, AND EXTERNAL CIRCUMSTANCES OF SCHOOLS.

Since May 1859, when I first took charge of this district, the schools receiving annual grants have increased by the addition of 42, numbering 55 departments. The increase in the past year amounts to 18 schools with 22 departments. The following list gives the names of the schools, and the county to which each belongs:—

Increase of schools since 1859.

Since last report.

County.	Name of School.	No. of Departments.
Northumberland	Blyth English Presbyterian	1
	Burradon Colliery	2
	Seaton Burn do.	1
	Walker Iron Works	2
Durham	Gateshead Wesleyan, Boys	1
	Washington Colliery	1
	Willington do.	1
	Old Shildon British	1
York	Barnoldswick Wesleyan, Infants	1
	Bawtry do., mixed	1
	Birstal do.	2
	Huddersfield do.	1
	Hull Sailors' Orphans'	1
	Hull, Scott Street, Wesleyan	1
	Leeds, Mill Street, British	2
	Skelmanthorpe, Wesleyan	1
	Sunniside, British	1
	Upleatham, Zetland	1
	Total - - - 18	22

The last two, "Sunniside" and "Upleatham," have been transferred from the "simple inspection" to the "annual

grant" list. The rest are new schools. "Helmsley Wesleyan School," inspected by me in the year 1859, shut up in the intervening years, but re-opened this year and inspected by me in April last, has not been included in the above list. It is now under a mistress, as a mixed school.

Schools closed or transferred.

"Cawood Infant School," added to my list in 1861, ceased to exist in the following year, in which year also the "Reeth "Wesleyan School," emptied by the opening of the "Friends' School" in that place, was closed.

"Alnwick British School" was turned into a private adventure school in 1860; the "St. John's Sessional School" at South Shields was shut up during the past year, and the "Middlesboro' Eston South Bank British School" has been transferred to the list of schools under clerical inspection.

The total number of annual grant schools in this district now amounts to 177, containing 235 departments.

Other facts showing progress of education.

This increase in the number of schools is however very far from being the only symptom of progress in education which this district can show. From year to year I have noted with much satisfaction the general desire of managers to fulfil the conditions, on which alone your Lordships' grants are made, by rendering their schools as suitable as possible in all respects for the purposes of education. Thus I have seen schools re-erected, enlarged by the addition of class-rooms, improved by the admission of more light and air, playgrounds here and there added, where land could be purchased for such purpose, libraries instituted, working-places and a dinner-room occasionally provided for such children as attend their school from a distance, and many minor improvements, testifying to a liberal spirit on the part of managers, and tending to make the school itself not merely a place of instruction, but a means of civilizing and elevating the natures of those submitted to its influence.

School erected by pitmen at Burradon colliery.

But a still more gratifying feature, and one more clearly displaying the increased regard felt for elementary education, is the spirit shown in some instances by some of the working men themselves. Cases might be multiplied and drawn from rural and manufacturing as well as from mining localities. But as one of the most striking and the most recent cases that have fallen under my notice I will mention here the colliery school at Burradon, a mining hamlet some eight or nine miles north of Newcastle. The pitmen at this place, having long deplored the want of education for their children, at last erected, with very slight aid from the owner of the colliery, and with none from Government, for they could not meet the usual conditions as to the mode of

erection, a school-room, which though not constructed on the best type, is still a very serviceable and commodious one. With the aid of a building society they also erected a master's house. Towards the building of these premises 200 pitmen cheerfully contributed 10*s.* each, and towards the master's salary and the current expenses of the school every man among them, between the years of 18 and 54, pays 6*d.* fortnightly, there being no difference in this respect whether a man has many, few, or no children. The same system of fortnightly payments is adopted at the neighbouring village of Seaton Burn, also inhabited by pitmen.

Seaton Burn.

It is most gratifying to observe men of this class penetrated with a belief in the use and value of education, and determined to bestow its advantages on their children. In both these villages there are now certificated teachers, and no managers take a livelier interest in the progress and success of their school than do these miners, who in establishing it have surely shown no little feeling of self sacrifice, forethought, and independence.

Is the average age of children attending schools in colliery districts raised?

Since the above remarks were written your Lordships have requested me to give what information I can as to whether the average age of children attending schools in mining districts appears to have been raised since the passing of the last Mines Regulation Act in 1860. I regret that, owing to the shortness of the time allowed to me for the inquiry on account of the necessity of publishing this report in the annual volume of Minutes, and the imperfect returns which I have received, I am not able to submit to your Lordships very satisfactory or trustworthy statistics, but what information I have been hastily able to gather will, I trust, not be without some utility. Meanwhile I beg leave to assure your Lordships that I will carefully and accurately inquire into the matter during the present and ensuing years.

Schools in large towns have, as a rule, no colliery scholars, though seated in a mining locality.

At first sight it would seem that this district, including Northumberland, Durham, and Yorkshire, ought to yield very complete statistics on such a matter. And no doubt it will do so, if the returns sent in by my clerical colleagues are compared with mine. But the number of mining schools falling actually under my own observation is comparatively very few for the extent of area and number of the population. This is owing to the fact that, except here and there, I inspect very little in villages and country places but mostly in towns, and in the towns, though seated in the very heart of the mining district, the number of scholars drawn from the colliery population is infinitesimal and

almost inappreciable in estimating averages. Thus at Newcastle, North and South Shields, Gateshead, Jarrow, Durham, and more or less at Bishop Auckland also, I am informed that the scholars drawn from this source are next to none. Consequently I have omitted these schools from the inquiry. Other schools situated in mining neighbourhoods are new since the year 1860, and therefore it cannot be ascertained from them whether the average age has been raised or not. Such are Frosterly, Wolsingham, Old Shildon, and others. After this, I fear, somewhat prolix but necessary statement, I beg leave to subjoin the following tables:—

Other schools are new, and no average can be gained from them.

TABULATED COMPARISON of NUMBERS of SCHOLARS in certain SCHOOLS in Mining Districts from the year 1859 to 1864.

Name of School.	County.	Year.	No. of Scholars in average Attendance.	Nos. between 10 and 12.	Nos. over 12.
New Shildon B.S., Boys.	Durham -	1859	124	25	13
		1860	121	20	11
		1861	110	29	17
		1862	110	25	10
		1863	116	27	18
Crook Pease's West B.S., Boys.	„ -	1860	179	47	17
		1861	177	52	21
		1862	177	64	15
		1863	197	51	16
Bishop Auckland B.S. mixed.	„ -	May 1861	115	15	15
		1862	132	20	14
		1863	153	27	17
		Feb. 1864	143	38	17
St. Helen's, Auckland, B.S. Boys.	„ -	June 1862	not stated	38	30
		Feb. 1864	—	22	21
Towlaw Wesleyan -	„ -	May 1861	—	8	8
		„ 1862	—	15	6
		„ 1863	—	15	9
		Feb. 1864	—	10	11
Tudhoe Wesleyan -	„ -	1862	—	49	43
		1863	—	30	31
		1864	—	25	24
Wylam B.S. - -	Northumberland.	1861–2	—	20·1	10·3
		1862–3	—	17·5	4·7
		1863–4	—	16·7	9·0
Sheffield High Green B.S.	York -	1860	—	43	20
		1864	—	57	33
Whitwood Colliery -	„ -	1861	167	4	2
		1862	152	13	1
		1863	158	15	13
		1864	149	17	12

More returns have reached me, but they are so imperfect and conjectural that I refrain from adding them. It will be seen that in most of the above tables the numbers are

given, not the per-centage on the whole number of scholars, except in the case of Wylam, nor the average age. I believe this mere statement of the actual numbers between 10 and 12, as increased or decreased, shows the truth more honestly than a comparison of the averages of age from year to year, because these fluctuate so from several other causes, and are especially influenced by any sudden influx of very young children, as sometimes happens. I regret that, being now pressed with examination papers and heavy work relating to some of the largest schools in the district, I have not time to reduce the above numbers to an uniform standard of comparison, and to express the per-centages on the whole number of scholars in average attendance formed by those in each school over 10 and 12 respectively. Out of the nine schools here given there appears to have been a decided increase in five of them, viz.,

Increase of older scholars in five schools.

Bishop Auckland B.S. (very decided.)

Sheffield High Green (the general average in attendance is not given, but is about the same as formerly; there is, therefore, a decided increase of older children).

Whitwood (very decided).

Crook Pease's West; Towlaw.—These both increased in the intermediate years, but fell off in the last. In the case of Towlaw this is accounted for by the prevalence of small-pox and fever.

St. Helen's Auckland, Tudhoe, and Wylam show a decrease, while New Shildon appears stationary, and to this school may be added Thorp Hesley, in Yorkshire, which, according to a letter received by me from its secretary, remains much as formerly.

Three schools show decrease; two stationary.

It ought to be borne in mind that miners are a very shifting and migratory population, which introduces a very disturbing element in framing any calculation relating to the average ages of their children in school at any particular period in one place.

That there is an increasing sense of the importance of education in places and districts where before it was slightingly regarded, that there is a dawning idea of its value in other parts also, betrays itself to me by many signs from year to year. A good school is not merely and directly valuable in its own place; it has, as it were, a contagious influence; its fame spreads, and the rumour of its renown and of the excellent effects produced by it begets in other spots also a noble jealousy, which sooner or later leads to the erection of a similar establishment. The external circumstances of a school, which I have here mentioned, and by

Increased sense of the value of education.

which I mean all those points affecting the working and success of a school, which do not come within the sphere of the schoolmaster, and are only very indirectly under his influence and control, such as the school premises, the interest taken by secretaries and managers, the spirit of the place, and the demand for education among the parents of scholars, with many kindred matters, are really of scarcely less importance than the schoolmaster's own character, aptitude, and abilities.

II.—Official Work during past Year.

With the exception of a fortnight in the month of November 1862, my work has lain wholly in the three northern counties. The fortnight alluded to was occupied in inspecting some schools for Mr. Bowstead in South Wales, and holding two pupil-teacher examinations. The

Numbers of children inspected, of departments visited.

number of children inspected during the year has been 21,624. The mixed schools, 86 in number, contained 6,341 boys, 3,513 girls; in the 28 boys' schools I found 4,807 boys, 30 girls; in the 30 girls' schools were present 574 boys, 3,006 girls; 4 night schools contained 160 boys, 8 girls; 3,185 infants were found in 32 infant schools;—total number of departments, 180; of children, as above, 21,624. Of these departments, 12 were in Mr. Bowstead's district, containing among them 1,153 children. The totals therefore of departments visited and of children inspected in my own district are, of the former, 168; of the latter, 20,471. The number of departments in the district was before stated to be 235, so that I have scarcely been able to overtake by myself more than a little over two-thirds. Sedbergh, however, was inspected by Dr. Morell, and the

Schools inspected by Mr. Fitch.

opportune appointment of Mr. Fitch in June last, who after helping me for a few days, immediately set about the inspection of some of the largest schools in the district in the manufacturing neighbourhood round Keighley and Skipton, enabled 35 more departments to be inspected before the end of August. The numbers present in these departments visited by him, and also the numbers of pupil-teachers and candidates examined by him, will have been reported to your Lordships by Mr. Fitch. Of the remaining departments some were inspected by me later in the year in September and October, and a few were not inspected at all, owing to illness which overtook me at the end of June, and on account of which your Lordships kindly granted me a few weeks' leave of absence.

III.—Teachers and Teaching.

Panic raised by Revised Code evaporated.

The excitement caused by the Revised Code seems to be rapidly subsiding, and both managers and teachers are accustoming themselves to this necessary change of system. At first there was much panic, and an alarming exodus of teachers from the profession was threatened. Nothing of the sort has taken place. One teacher in my district has given up his school entirely, so he tells me, on account of the Code, but he was restless before. Two others have also left their schools but only very indirectly on account of the Code. One, Mr. Ball, the veteran master of the "Holderness Ward British School," at Hull, had long intended to enter on business, should an opportunity occur, and has now done so. The other was a young master who did not know when he was well off, and took the opportunity of the Revised Code as an excuse to quit a profession for which, I believe, he had no liking, though I have since heard that he now greatly regrets having given up his school.

Changes of teachers and vicissitudes of schools in this respect.

On the whole, after nearly five years of observation as to the changes taking place in schools from teachers capriciously leaving, I believe that this district suffers as little as any from this cause. Many changes have indeed occurred but through other and natural and more reasonable causes.

Deaths of teachers.

I find that four teachers have died and one assistant-teacher, and somewhat singularly, all since my last report. One teacher who was in this district, and left it not long since, has also died within the same period.

Change of profession.

As far as I can learn, but I do not profess to be perfectly exact in the present and following statements, 12 masters have within the last five years left the profession for other employment.

Illness.

One, however, has since returned. I can only find seven teachers who have left this district from illness, one of whom, as stated above, subsequently died.

Marriage.

Of female teachers, 13 have married.

Promotion.

From 26 schools teachers have gone to other schools, either for a better salary or to be near their relatives. Most of these have remained in the district.

Dismissal.

Dismissal has occurred in 22 cases on account of inefficiency or misconduct; or what is tantamount to it, the teacher has left to avoid dismissal.

Other causes.

The few other cases that have occurred of changes must be put down to such causes as the school being shut up, misunderstandings, caprice. In one or two cases it has happened that a committee, having banished one teacher and found his successor worse, have recalled the former and reinstated him with *éclat*. After all there remain more than 120 departments in which no change has taken place, and amongst the teachers in these departments are two or three who have

Veteran teachers.

been upwards of 20 years at their post, several between 10 and 20 years, and a great many more between five and 10 years. If any one wishes truly to appraise the value of the certificated teacher it is to these veterans he must look, and not decry a most hardworking band of men on account of the inefficiency of some young lad raw from the normal school. It is among these older teachers that I constantly find progress and improvement. As a rule they are always comparing results, amending methods, introducing better arrangements, looking out for the best books, maps, and copy-books. They are active, cheerful, vigorous, and invariably popular. It is these teachers, and not ignorant untrained ones, generally conceited in proportion to their ignorance, to whom we may confidently trust in the great battle which we are now waging against slow yielding barbarism, indifference, and ignorance. Among them are to be found some fond, even enthusiastically fond, of literature, and capable of sifting the chaff from the wheat, others conversant with scientific processes and results, and all are distinguished by superior intelligence and manners. Amongst very excellent teachers in my district I cannot forbear enumerating the following masters:—

Excellent masters.

Name.	School.	Length of Service in the same.
		Years.
Mr. Spencer	Beverley, Wesleyan	17
Mr. Osborne	York, Hope Street B.S.	14
Mr. Hanwell	Hull, South Myton, Wesleyan	7
Mr. Potter	Lidget Green, B.S.	8½
Mr. Davis	Sheffield, Redhill, Wesleyan	13
Mr. Hughes	Doncaster, B.S.	8
Mr. Thomas	South Shields, Union, B.S.	9
Mr. Johnson	Jarrow, Chemical Company	9
Mr. Mavor	North Shields, Scotch Church	10
Mr. Shaw	Newcastle-on-Tyne, Orphan House, Wesleyan	8
Mr. Hopkinson	Durham, Wesleyan	7
Mr. Brookes	Holmfirth, Wesleyan	15
Mr. Brooks	Rotherham, Wesleyan	4*
Mr. Chadwick	Wakefield, Lancasterian	8
Mr. Crebbin	Bradford, Eastbrook, Wesleyan	15
Mr. Bateman	Greetland, Wesleyan	18
Mr. Clarke	Greenholm Mills, B.S.	6
Mr. Roscoe	Redcar, Zetland, B.S.	10
Mr. Duncan	Wooler, English Presbyterian	14
Mr. Blacklock	Darlington, Wesleyan	5
Mr. Coates	York, Priory Street, Wesleyan	10
Mr. Calvert	Berwick, B.S.	5
Mr. Ingleton	Bradford, Boro', West, B.S.	10

* For 10 years previously master of the Darley Street Wesleyan school, Leeds.

Among mistresses :—

Name.	School.	Length of Service in the same.
		Years.
Miss Looney -	Berwick, B.S., Girls' - - -	5
Miss McEwan -	Berwick, Infant, B.S. - - -	12
Miss Smith -	North Shields, Scotch Presbyterian, Girls' - - - -	10
Miss Seally -	South Shields, Union, B.S., Girls' -	10
Miss Strickland -	Melsonby, Mixed - - -	8
Mrs. Steele -	Darlington, Bridge Street, B.S. -	22
Miss Ker - -	Pontefract, Wesleyan, Infants' - -	12

List of good mistresses.

These names have been carefully selected, and regard has been had not merely to teaching ability, for some even eminent in this respect have been omitted, but to moral influence, general ability in school management, training of pupil-teachers, and many other little points, by which a good teacher is discerned from a fair or bad one. No teacher has been selected for mention who has been in charge of a school less than five years.

Different standards of teaching.

Nothing is more marked than the three different standards of teaching,—the good, the fair, the bad. The good teacher aims at making his school as good as possible; he *must secure* a good report; he cannot put up with one the least qualified; he has all his classes in perfect order, equipped for the examination, and eager for it; well instructed at all points, and ready in every subject.

The excellent teacher superadds to this some special resources, an intuitive instinct for teaching, a happy art of explanation, and a genius for organization.

The fair teacher.

The fair teacher has a lower ideal. He aims not so much at obtaining an excellent report as avoiding a moderate one; he is easier and less thoroughly acquainted with the weak points of his school; more contented with getting through the day in an ordinary jog-trot way than of getting all he can out of it; an honest and conscientious worker, but less thoughtful and accurate, and less depressed at any want of progress.

The bad teacher.

The bad teacher is betrayed by infallible signs on which it would be ungracious to dwell at length. As the whole system of examination is now altered, it is unnecessary for me to enter here (the more so, too, because I have formerly recorded my impressions on these points at some length in earlier reports, and I see no cause materially to modify them) on the various methods in vogue in the schools of this district for teaching the several branches of elementary

instruction. But I will mention a few points still not sufficiently attended to even in schools otherwise good or fair, and which cannot be too often inculcated on teachers generally.

Points in teaching which should be attended to.

Errors are sometimes in a reading lesson not corrected at all, or they are impatiently corrected, and without an individual application of the correction being insisted on. Children addressed and questioned are not made to stand, so as to be visible to the whole class, and the teacher sometimes contents him or herself with a sort of an answer, a half answer, or an inaccurate one. The collective or group system of teaching is much abused, the questions and answers being practically limited to a few older scholars in the higher class. In answering, too much noise is often allowed, and it is impossible in the general hubbub to ascertain who knows what.

Writing.

In writing, the lessons are sometimes too long, quantity not quality being aimed at; the writer is allowed to lounge too much, and the letters are not perfectly formed. A good business style of handwriting is not sufficiently attended to in some schools.

Arithmetic.

As regards arithmetic, the great principle of the "*repetez sans cesse*" is not by any means enough attended to. Earlier rules are still constantly allowed, if not to be forgotten, to be at least only very partially and inaccurately remembered, and this is undoubtedly one of the main reasons why children who leave school very early, so soon, as regards this subject, entirely forget the few ideas they had picked up. These faults are to some extent found even in good schools, but very slightly; they occur more decidedly and generally in fair schools, while with many other vices they are the characteristic and distinguishing marks of bad schools, of a low standard of instruction and of the slovenly teacher, who is also exposed by dirt, disorder, and hubbub, and by nothing more unequivocally than by his simple complacency with, or fatal ignorance of, the unhappy state of things around him. But, in fairness, let it be added, this Augean picture is now very rarely met with among schools placed under a trained and certificated teacher. Were it of frequent occurrence, the certificate indeed would be self-stultified.

IV. Infant Schools.

Special aptitudes for teaching infants, and a special training for the mistresses of these schools have long been recognized as requisites by your Lordships, to which the syllabus of every year's examination for certificates bears witness. Two years ago (*see* Report of Committee of Council 1861-2) I ventured to call attention to the very

indifferent lessons given in these schools on objects, animals, and number, and I see that more than one of my colleagues in their last year's reports advert to the same topics. Technical, wordy, abstract, dealing with names not with things, these so-called object lessons seem to me of all lessons the most objectless, conveying as they often do unintelligible ideas in an unfamiliar jargon. What little knowledge there may be in them is perfectly useless to the tender-aged and inexperienced children to whom they are addressed. This is the more provoking, because they are so capable of being made the most excellent vehicles of instruction. A picturesque object lesson can at once be made to arouse, stimulate, and enchain the attention, to awaken the perceptions and imagination, by the communication of something new and, to the young, wonderful; and, if the class be on a subsequent day questioned on the facts previously communicated, memory also may be exercised, and this in a comparatively easy and effortless manner. Now what happens? The teacher dwells on some hard properties of a given object in a style of language utterly incomprehensible, and conceives it a great triumph when some infantine phenomenon has succeeded in articulating, falteringly enough, a hard word such as "quadruped," "malleable," or "parallelogram." And, meantime, what are the other children doing? Some are embracing each other, others pulling their companion's hair, others sleeping or yawning, some playing with string, or eating sweets, and all utterly inattentive. Though there are a few schools where much better object lessons are given than these here described, it must, I think, be allowed, by those who have seen the French counterparts of our schools, that "they manage these things better in France." Nor are the lessons on number so good or so useful as they might be; the facts are not sufficiently realized, the lesson is not pursued far enough, nor is it so varied as it should be, in order to bring home to children's minds the elementary facts of addition and subtraction. The black-board is not made the constant auxiliary of the ball frame. The lesson is too much one of irksome routine. In all other points I am truly glad to say that I consider these schools very well managed. The little children are very kindly tended, every care is taken of them; the singing, marching, and physical exercises are made both useful and agreeable recreations. Sometimes the reading and writing are very good, and the children in the very best schools of this kind, as in Miss McEwan's, at Berwick, make even an astonishing progress in these subjects.

Lessons on objects, &c.

Lessons on number.

These schools otherwise well managed.

V. Pupil-Teachers—Health, Circumstances, Value and Training of, &c.

Number of pupil-teachers and candidates examined during past year.

I have held in the past year 15 collective examinations of pupil-teachers, besides occasionally examining at outlying and distant rural schools such as could not well travel to any common centre. There have been present at these examinations six assistant teachers, 298 pupil-teachers, and 118 candidates. These numbers do not include those examined in South Wales for Mr. Bowstead, nor do they represent the aggregate number of pupil-teachers in the district, as at least 40 or 50 more must have been examined by Mr. Fitch, and 16 more were examined later in the year, whose examinations should have been taken earlier, if possible. Including the newly-admitted candidates, there are probably not less than 460 pupil-teachers in this district, a number considerably and even absolutely much less than formerly, notwithstanding the increased number of schools. The two main causes of this decrease are doubtless, first, your Lordships' Minute of the 4th May 1859, restricting the maximum number of pupil-teachers in any department to four; secondly, the general tendency in most schools to manage with as few as possible, till committees can clearly see their way financially under the new regulations. The six assistant teachers who have been present at these examinations I may dismiss. This class will now be superseded by the new arrangements of the code, and the optional examination in the text-book of some one special subject formerly held will now be dispensed with, a matter of congratulation to the inspector, for it was not often that these examinations were creditable to the assistants, and it was always difficult to discover how far the master, who received a 5*l.* gratuity for teaching his assistant, had really enlightened him in his path or given him any systematic instruction.

Old class of assistant teachers now superseded.

As to pupil-teachers, however, I fear I cannot be so brief, for without entering into disputed points regarding them, and hotly debated questions, as to whether schools of certain size, receiving aid from your Lordships, should or should not be bound to employ them, there are some very important points to which I wish to call attention. And first, referring to my last year's report (Report 1862–3, page 108), I have a few remarks to make on the health of pupil-teachers, and on the number of those who do not finish their five years' apprenticeship. These two points are closely connected.

General health of pupil-teachers and number who fail to finish apprenticeship.

That I might be quite accurate, as far as possible, on these points, I lately sent round a circular to nearly all the teachers in my district, omitting only such schools as have not any pupil-teachers, of which there are just 20, and a few others, either because quite newly established, or because I was otherwise well informed of their circumstances, and asked for information on the following points:

Circular inquiring on these subjects.

1. How many pupil-teachers have been admitted within the last five years (from January 1859 to December 1863) inclusive?
2. How many have already broken indentures?
3. Whether any likelihood of others not being able to finish?
4. In what year or years failure took place?
5. The cause of such failure; every case of illness or death to be specially noted.
6. Whether any of the pupil-teachers have been much absent from school duties on account of sickness?

To the last five years I limited the inquiry for four reasons, because that period is almost co-extensive with the time elapsed since the Minute, May 4, 1859, was issued, restricting the numbers of pupil-teachers, because it is almost co-extensive with the time elapsed since my appointment to this district, because it is the natural length of a pupil-teacher's apprenticeship, and, finally, because the changes of teachers from school to school and to other professions would have rendered an inquiry ranging over a longer period difficult and uncertain.

Results of inquiry.

Answers have been received in every instance, and from these, and knowledge otherwise derived, I am able to present your Lordships with the following tables of results:—

TABLE I.—(*a*) Numbers of Pupil-teachers admitted since January 1859, (*b*) Numbers who have failed to complete apprenticeship.

	Number of Schools.	Pupil-teachers admitted.	Pupil-teachers failed.
Mixed schools	102	265	56
Boys' separate do.	23	94	17
Girls' do. do.	34	105	14
Infants' do.	28	78	18
Totals	187	542	105

TABLE II.—Respective years in which failures took place.

——	M.	B.	G.	I.*	Summary.
Number of failures in 1st year -	12	6	3	4	25
" " 2nd " -	12	3	4	4	23
" " 3rd " -	25	6	4	5	40
" " 4th " -	5	1	2	1	9
" " 5th " -	2	1	—	—	3
" " not stated -	—	—	1	4	5
Totals - -	56	17	14	18	105

TABLE III.—Causes of Failure.

Death and illness - - - - - -	39
Unsatisfactory examination, inefficiency, and misconduct -	20
Revised Code and agreement with managers - -	6
Going into business, or other employment - -	5
Marriage (female pupil-teachers) - - - -	2
Various causes - - - - - -	32
Not specified - - - - - -	1
Total - - - - -	105

Among the "various causes" may be specified, home circumstances, including the death of parents or relatives, and the necessity of the pupil-teacher to enter on his parents' business, the migration of parents from the neighbourhood, pecuniary considerations, caprice, and restlessness. Five other pupil-teachers are reported to me as not likely, at the time when the writers despatched their replies, to be able to finish their apprenticeship, one of whom was affected by illness, the others by various causes.

Health of pupil-teachers.

We may, therefore, conclude that 40 have been prevented by death or illness from completing their apprenticeship, but to arrive at a correct result on this head, we must remember that, supposing an equal number of pupil-teachers to have been admitted in each of the five consecutive years over which the inquiry ranges, one-half of the number will still be only in the third year of their apprenticeship, and this year, according to the returns, exceeds each of the others in yielding failures very considerably, no less, indeed, than 40 out of 105 failures taking place about half way in the apprenticeship. Many failures occur also in the first two years, the failures in the fourth and fifth, as against these in the first and second, being 12 in the former years against 48 in the latter. Allowing for a diminution in the

* These letters refer to the different types of schools, as mixed, boys', girls', or infants'.

number of candidates admitted of late years, which has certainly been considerable from causes before stated, it still seems that we ought at least to calculate that out of the 542 candidates admitted, as mentioned above, since 1859, not 40 but 80 will in all probability have been disabled by death or illness alone from finishing their apprenticeship by the close of 1863, for the average must be gathered from a term of 10 rather than of five years, the first candidates being admitted in 1859, but the last in 1863.

The actual number of deaths I cannot ascertain with perfect accuracy. Eight have been recorded, but of the 32 others who have given up from illness, certainly some have died, I know not how many. But besides those who have actually died, and those who have resigned from ill health, I must mention that no less than 67 are reported to me, in answer to my sixth question, as having been compelled to be absent from school duties on account of illness for a period longer or shorter. The average number of weeks lost through illness I cannot strike at all accurately. The answers on this point are not sufficiently exact, but I do not err in saying that it would be far from small. And, to be accurate, the 67 above must, as in the former case, be multiplied by 2, so that we find 134 pupil-teachers out of the remaining 462 more or less disabled by sickness, leaving 328 out of the original 542 unscathed by illness.

Nature of illnesses. Deaths at Windhill Wesleyan school.

As to death, consumption has been the commonest cause, and next to that fever, generally typhus. The most unfortunate place in this respect has been Windhill, about three miles from Bradford, in Yorkshire, at which school out of four pupil-teachers admitted in five years, two have died of consumption, and one in his 4th year was ill for seven weeks. The town is not, I should think, healthy, for a nasty pestilential open ditch runs through it, but the school stands very high in a breezy situation, and as the pupil-teachers died in their 1st and 2nd year respectively, it may be surmised that sufficient care was not taken in originally selecting them, or that at least the medical certificates required for candidates before admission were somewhat easily given. Among the other ailments I find pretty well every variety, but the only one I shall notice is small-pox, which is recorded as the cause of absence in seven cases, and probably was the cause in many others. This fact suggests whether it is not also desirable, besides the medical certificate, to exact a statement on the part of every candidate, that he or she has been vaccinated.

Small-pox.

I have considered it my duty, as the health of pupil-

teachers is of such primary importance, to call attention to the above facts. The results arrived at by my inquiry are even more gloomy than my own gloomy forebodings, and I shall now set myself to inquire into the causes, in order that remedies may be applied to so great an evil. But even now I cannot help stating my belief that pupil-teachers are often very carelessly selected, before their physical fitness is at all properly ascertained, and that the medical certificate is often too easily given, as a mere formality, and I venture to repeat here a suggestion made in my last report, that no candidate should be admitted as a pupil-teacher, any of whose immediate relations have died of consumption, or similar malady, or any of whose brothers or sisters have died during an apprenticeship, or resigned one from dangerous illness. The work of teaching is hard and searches the physical constitution, and, if there is any tendency to consumption, the third year, often the second, brings it out and carries it to a crisis. I greatly grieve to add that some of, intellectually, the finest specimens of pupil-teachers trained in this district have died since their apprenticeship, either very shortly after its completion, or while students at one or other of the normal schools. I do not myself think that the studies of pupil-teachers, granting them to be first carefully selected and of average intellect, are very hard or wearing, especially lightened somewhat as their curriculum now is. But they are too hard for dunces, who will always remain dunces, but who, in default of others, are still sometimes chosen to fill the office of pupil-teachers, and who are worse than none. The home circumstances of some pupil-teachers, I hope not of the mass, are also melancholy, militating against success in their studies and undermining their health. Two cases sad enough came lately to my notice, nor shall I soon forget the appearance of an undersized girl, who had done a very wretched examination, and the anxious timidity of whose hunger-shrunken face still haunts me like a spectre. Though it is not my own opinion that pupil-teachers, as a rule, and if properly selected and watched over, are overworked, many others, most competent to judge, such as physicians, surgeons, and the most thoughtful among the managers and teachers in my district, hold a contrary view. In an appendix to this report I subjoin a few opinions of such authorities, collected out of many, and enforcing the view that pupil-teachers are overworked. Let me now dismiss this grave matter with emphatically repeating that candidates cannot in the first instance be too carefully selected, or their physical

Studies of pupil-teachers not too hard.

Their home circumstances.

Are pupil-teachers overworked?

Pupil-teachers ought to be carefully selected, and afterwards well looked after.

fitness too nicely tested, and that pupil-teachers, once admitted, cannot be too carefully watched over by their superior teacher, who ought to see that they get a certain amount of regular exercise and fresh air every day, if possible, to reimburse them physically for the wear and tear of teaching, and the still too often stifling atmosphere of the school.

Value and training of pupil-teachers.

On the usefulness and value of pupil-teachers as parts of the school staff, and on their intellectual training and conduct, I had fully intended to offer some remarks, having very carefully attended to these subjects, both on account of their intrinsic interest and importance, and as matters of public controversy. But, as this report has already exceeded the usual limits, and as I could not compress my thoughts on the matter into a brief compass without throwing overboard valuable hints and suggestions made to me from many quarters, I forbear now entering on the subject, and reserve it for a future occasion. But, without engaging in that public controversy as to the opinion whether or no pupil-teachers ought to be forced on all schools of certain numbers, as conditions without which public grants are not to be made to such schools, from which controversy I before sedulously guarded myself, and to engage on which would be to trespass beyond the limits permitted to inspectors in these reports, I wish at least and think I may be allowed to disown the idea that I entertain the negative view, and that such an opinion can be fairly gathered from my former reports, because in these I have had occasion freely to expose the shortcomings both in the training and the attainments of pupil-teachers.

Superiority of inspected schools.

On the contrary my vote, if on that question I were called on to vote, would most freely be given in favour of the present system, for I most fully believe, however logical may be the argument which demands that public grants for education should be apportioned to all schools alike according to the results attained in them, that this question is not one of logic only, but of fact; and that there is no fact more entirely ascertained than that the schools under certificated teachers with pupil-teachers under them are immeasurably superior to schools without these advantages; and, lastly, that an established system proved to be good, though not perfect, and to produce superior results, ought not to be lightly modified or superseded because one or two schools, not provided with certificated teachers and pupil-teachers, more happily situated under unusual auspices here and there, also produce results more than ordinarily good, and beyond

the fruit-bearing nature and capacity of such schools usually to produce; or, to capitalize this argument, that a system generally good and satisfactory ought not to be discarded in favour of exceptions.

VI.—"Simple Inspection" Schools.

Three kinds of such schools.

First class.

Of simple inspection schools there are three kinds, of which the two former may be speedily dismissed. The first lot includes all new schools, built generally with Government aid, and intended to be carried on with the aid of "annual grants." Such schools are only simple inspection cases, till the inspector, after his first visit, reports their fitness, when he has observed the fulfilment of the usual conditions, to receive annual grants; they are then at once enrolled on his annual list, and visited every year in their turn.

Second class.

The second class comprises such schools as have not been built with Government aid, but whose teachers either are already certificated, or desire to sit for a certificate, if the inspector, after a visit, can certify that there is no *primâ facie* objection to the premises, and that the master possesses fair teaching abilities and moral qualifications. Those already under certificated teachers are generally fair, and not different from the majority, the master having received the usual training. Those under masters desiring to sit for certificate are usually of a somewhat inferior type, as the master has not had the advantage of much training; but, as he has generally taken pains to learn and observe more or less the methods pursued in schools under certificated teachers, this class of schools, though only moderate indeed, as a rule, still by a long interval excels the third class, which may be denominated the "simple inspection school" in its natural state, for either it is and remains in that state, or, by no longer receiving Government aid, has been reduced to it. This class of schools either invites inspection in an entire ignorance of Government conditions, and with the simple view that the inspector is a benevolent genius who will cause money to flow into the school exchequer, or the schools of this class are still liable to inspection whenever the inspector can spare time to visit them, which luckily for them is seldom, either from having received Treasury grants, or building grants originally, or from other causes, still connecting them with Government. Those which have abandoned all connexion with the Committee of Council, and relapsed into the barbarous state, have generally that horror of the inspector which some dirty people entertain of fresh water.

The third class.

As, however, it is this class of schools, and schools probably in the main of a very similar type, which, if some politicians have their way, will forthwith rush as hungry claimants in the general scramble to seize their share of the public money, it will not be unseasonable for me, nor beyond my duty, to state very briefly what are some of the characteristics and circumstances of these schools, and the kind and average amount of instruction to be gained by the scholars who attend them. I write, not from hearsay nor from second-hand evidence, but from what I have seen myself of their working within the last five years, during which period it has been my duty to visit as many of them as time permitted, the great portion of the year being always necessarily taken up with the inspection of the "annual grant schools," which are each visited once a year. My experience therefore of the third class of "simple inspection schools," as defined in the preceding paragraph, has been limited; but it has been, I consider, amply sufficient to justify me in asserting that they are very inferior in all respects as educational establishments to the "annual grant schools."

Characteristics of this class of schools.

I find that I have visited in all 31 of these schools, containing 36 departments, and as some have been visited more than once, 43 visits of inspection have been made altogether. Of these 37 departments under separate teachers, I cannot fairly say that any one department seemed to me to be really thoroughly good and well managed in all respects. I might possibly pick out one or two as very fair, four or five more as ranging between fair and moderate, and the rest I should wholly condemn as places far better suited to perpetuate the night of ignorance than to awake the dawn of intellectual daylight.

Number of such schools visited within last five years.

The majority of them unsatisfactory.

Some few of these schools are held in fair premises, and boast perhaps of a sufficient apparatus; some few have committees, at least nominally, and a sort of secretary, possibly also a treasurer. But in many cases the premises are very bad, very unsuitable, and in dis-repair, without parallel desks, but with desks of uncouth shape protruding sharply from the walls, and so immediately under the high windows that the light does not fall on them, while the numberless rows of forms ranged all across the room, and the square box subserving the purpose of the master's desk, beget the suspicion that you have found your way into a chapel, not into a school.

Their premises.

No committees, generally speaking.

Primitive desks.

Occasionally I found a teacher more or less trained, and with some real pretensions to ability; generally the reverse was the case. Amongst them also were persons physically

The teacher

All offices centralized in the teacher.

unfit from ill health or the loss of limbs to manage children, who under such teachers are doubly unruly. Mostly, too, the teacher was the alpha and omega of the whole institution, centring in himself the functions of treasurer, secretary, committee, besides his proper duties of managing the school.

Deficiency of proper apparatus and teaching power.

Hence there was often a melancholy want of proper school apparatus, deficient books, deficient slates, cracked and chipped, few maps. That ill-used book the Testament did double duty for reading and spelling. Sewing was generally neglected. Higher subjects were ignored or taught superficially, though sometimes showily. Arithmetic bore no severe testing. The teaching power was deficient, and also poor in quality.

Poor and superficial instruction.

Discipline lax.

An odd spectacle.

The discipline was not generally good; there was breaking out of class, whistling, talking, laughing, and playing. Once I saw a one-legged master pursue a recreant boy, lunging at him with his crutch, and stumbling in the effort to catch the far nimbler pupil. Registers are perhaps well kept in a very few of these schools, capriciously and irregularly in more, unknown to the majority.

General absence of registers.

The claim of such schools to receive grants not reasonable.

Verily, if these schools are henceforth to partake the annual grants, let us have some better guarantee of their usefulness than a mere examination of such of their scholars as can be painfully lugged through an elementary examination in reading, writing, and arithmetic. To insist on decent premises, a respectable secretary and committee, qualified teachers, and adequate teaching staff, with proper books, maps, and apparatus, are surely not very hard conditions; nay, rather they are the first requisites without which a school can hardly be said to exist at all.

VII.—Revised Code.

Two schools inspected under Revised Code.

Two schools only had been inspected by me before the close of August under the new rules of examination, Helmsley Wesleyan, re-opened after being closed for 3½ years, and Bawtry Wesleyan, a new school.

In the former school 37 children were examined, and 29 passed in the three prescribed subjects without failure; five failed in reading, five in arithmetic, one in writing, three in reading and arithmetic, one in all three subjects. At Bawtry 55 were examined, of whom 47 passed in reading and arithmetic, 35 in writing, which last subject was the weak point of the school.

I have the honour to be, &c.

E. H. Brodie.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

I GIVE here extracts from three letters out of many which I have received relating to the work and duties of pupil-teachers viewed in connexion with the effects on their health. The correspondents are—1, Mrs. Steele, who has been mistress of the "Darlington, Bridge Street, Girls' School" upwards of 20 years, and is a teacher of great experience; 2, Mr. Thomas, master for upwards of nine years of the "Union British Boys' School, South Shields," a most hardworking teacher and excellent in all the details of school management and superintendence of pupil-teachers; 3, Mr. Joseph Rowntree, secretary of the 'British Boys' School, Hope Street, York," the largest department of this kind in the district.

Mrs. Steele, after mentioning that out of eight pupil-teachers admitted since January 1859 two were compelled to resign,—one on account of fever, from which she died, the other on account of glandular swellings,—adds, regarding the other six, "That all have been poorly, and that one last Christmas (*i.e.*, 1862) could not go up to London, owing to health; one had small-pox, another had fever." Mrs. Steele, however, adds her opinion that the training college is still more injurious than the school in its effect on her pupil-teachers' constitutions. She writes, "I think my girls have all been most tried in the institution. I have had nine there, and all have come away with their constitutions greatly shattered with the exception of two. I do think the study there is quite too much for any young person to bear. Some of them left me quite strong, and came back completely worn out in mind and body."

In answer to my 6th question (*see* Report page 20) Mr. Thomas writes, "Duncan was absent some weeks about 18 months since under treatment for fever and ague. He has got over this, but is growing very fast, is very weak at times, and has the appearance of a person in consumption. Watson was absent in 1860 for a week or two. In the spring of 1860 we were in the habit of taking the pupil-teachers' lessons at 6.30 a.m. It was our custom first to examine the work got up in private study. During this exercise Watson fell back suddenly his full length with faintness. . . . . I had now something definite to start with, viz., that school-work, home-work, and growing were too much, and I concluded to leave off forcing them to their studies. . . . . We spent the time set apart for pupil-teachers for the remainder of that week by the sea-side. Ever since then I have never set them work as private study, but have trusted to their good sense for the proper use of their time, questioning and setting them papers on their work as before. It was true that my ambition was curbed, for I had hoped to head the list of Queen's scholars some day. Yet, on consideration, I would rather see the two manly fellows I have, each about as tall as myself, with strong bodies and average information, than have two with brilliant attainments and weakly constitutions. It is vigour and patient endurance, coupled with moderate attainments, which tell in a school, rather than brilliant acquirements without bodily strength. I would rather have the two, but if one must be sacrificed, by all means retain the health and let the cramming go." The above letter does Mr. Thomas's kindness and common sense great credit.

Mr. Rowntree writes, "Enclosed are the particulars for our two schools. I am glad that you are mooting the question of the labours which pupil-teachers have to support in school *and out of school*. My observation at Hope Street has convinced me that the work which our pupil-teachers have to perform is excessive, and that the majority of young men cannot

stand such work without injury to health, whilst not a few are deterred from becoming pupil-teachers by a knowledge of what they will have to perform, is excessive, and that the majority of young men cannot stand such work without injury to health, whilst not a few are deterred from becoming pupil-teachers by a knowledge of what they will have to do. If by the present system you secure a higher standard of literary acquirement, it is, I believe, often at the cost of that freshness and elasticity of spirit, without which there can be little sympathy with children, and no great success in the imparting of knowledge."

To these three letters I shall add the oral statement of a physician in Liverpool, referring to the female pupil-teachers of a school which I was quite lately inspecting in that town for Dr. Morell. Having refused conscientiously to grant a medical certificate for a girl in her third year, he pithily added "that not one of the girls (*i.e.*, female pupil-teachers, three in number) had a rap of muscle in their bodies, and that unless they got some fresh air and regular exercise daily, their constitutions would soon be irreparably ruined."

On the other hand, and as a counterpoise to these statements, I have letters from Dr. Maclagan, of Berwick, telling me that the pupil-teachers of the British school there have never been ill. But there I know they were carefully selected from families fairly well off, and they have been no less carefully superintended. Mr. Philliskerk also, the attentive secretary of the "Filey Wesleyan School," commenting on the unexceptionably good health of the pupil-teachers of that school, attributes it mainly to the goodness of the school ventilation, and the excellent beach and sands, on which the pupil-teachers take regular exercise.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CHESTER, SALOP, STAFFORD, *and* WARWICK, *and in* NORTH WALES.

RURAL SCHOOLS.

MY LORDS, January 1864.

I HAVE very great pleasure in stating that the rural schools in my district have increased in numbers and efficiency. It is by no means easy to classify schools so that one shall be placed as greatly superior to another, for many points have to be taken into account in making such a classification; however, it is but due to the managers and teachers of the Dyffryn and Chirk British schools to mention these schools as worthy of especial praise. Dyffryn British school is situated in a part of Merionethshire where Welsh is spoken by the parents of almost all the children; yet the reading, and knowledge of the meaning of the passages read, proved that the scholars had been well taught by the master, who deserves the more credit as he had not the help of even one pupil-teacher. Chirk British school is a proof of what may be done by an intelligent and hard-working master, for the instruction is thoroughly sound and the discipline excellent. When I find that a teacher puts forward the Welsh language as an excuse for the bad state of a school, I cannot help comparing the ignorance of the children in such a school with the excellent examinations passed at Chirk and Dyffryn, and the conclusion come to is that the fault rests rather with the teacher than with the taught.

Dyffryn and Chirk schools.

I am glad to say that schools have been established in country places where they did not before exist, as for instance, Hassall Green, Weston, Gillowshaw Brook Wesleyan school, and Aberhosan British school. Such outlying places are the very ones that need aid from the Parliamentary grant. I believe that large schools in towns have in some instances hindered the spread of education in country districts. A large school becomes popular, is well supported, and the neighbouring farmers send their sons to board in the town that they may attend the school; the poor cannot afford to do so, and as their somewhat wealthier neighbours are able to get an education for their children in the way above stated the poorer class of children have no school

Increase of schools in rural districts.

provided for them. If I might so far venture as to give an opinion upon such a subject I would suggest that great caution should be used before a grant of large amount be made towards building a school, at all events in Wales, for smaller grants to a greater number of schools would be more likely to benefit the children of those who get their living by manual labour.

Grants for large schools in Wales not advisable.

Changes among Teachers.

Young teachers change their schools without a cause.

It is but due to those good and steady teachers in my district who have remained for many years in the same schools to say what a contrast they present to several young masters who seem to be plagued with a spirit of change. That I do not find fault without due cause I think the following instance sufficiently proves. A master went to a school where he stayed for one week, and then left on the plea that he could not make terms with his managers; he was engaged in another school, from which he also went away within three months; he afterwards took charge of a third school, and this, I have reason to think, he has since quitted. Nothing can be more injurious to schools than these changes; for when a teacher becomes known and respected, the children attend regularly and the school is well filled. Surely a man who is successful as a teacher ought to consider that he is carrying out the purpose for which he was trained, and therefore he should not change his place for a slight reason, or sometimes without reason. In case the non-raising of certificates be found insufficient to stop this evil I trust that other and more stringent measures will be adopted.

School Registers.

In former reports I have more than once called attention to the careless way in which registers were kept; this year I must again touch upon the same subject, for I am by no means sure that due care is always taken in making up the returns. The Admission Register in too many cases is not properly kept or else not to be found. Under the Revised Code this book is especially important, as it is the only one from which an inspector can learn the position of the parents of the children who attend the school.

Admission register not well kept.

Average attendance not properly obtained.

Different ways have been adopted in different schools for getting the average number of scholars in attendance; some of the ways have most certainly been incorrect, I therefore beg leave to quote the following rule for the information of managers. "*Add together* the total number of attendances

" made by all the scholars within the period and *divide*
" the sum by the number of times the school has been open
" during the same period: the *quotient* is the average num-
" ber in attendance."

While writing upon this subject I think it advisable to make the following extract. " Under Column VI. of the " Schedule children may be presented to you not belonging " to the class (Article 4) for whose education the Parlia- " mentary Grant is voted. Subject to the inspector's report " my Lords leave the managers of elementary schools to " decide whether such children shall attend or not; *they* " *cannot bring grants to the school by their examination* " *and must not be included in the calculation of average* " *attendance.*" I hope that in future these points will receive due consideration, for during the past year carelessness in making up the Registers has been by no means uncommon.

I have the honour to be, &c.

WILLIAM SCOLTOCK.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, HENRY J. LYNCH, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in* SCOTLAND *and in* NORTHUMBERLAND, CUMBERLAND, DURHAM, YORKSHIRE, *and* NORTH LANCASHIRE.

MY LORDS, January 1864.

THE inspection of the schools in one portion of my district under the provisions of the original Code, in others during the period of transition from it to the Revised Code, and the examination of the remainder for the first time under the new system, have rendered the work of the year which has just passed in some respects exceptional.

The alteration in the limits of my district, by which your Lordships have added to my former duties the inspection of the Roman Catholic schools in Cumberland, Westmoreland, and that part of North Lancashire lying to the north of the Ribble, did not increase very materially my work during the year, as it was not made until after the inspection of the Lancashire schools by my colleague, Mr. Stokes. I had previously, however, with your Lordships' permission, been engaged for about a fortnight in that county in assisting, in some small degree, to relieve Mr. Stokes from the excessive burden which the former division of districts cast upon him.

My duties in connexion with the Roman Catholic Normal schools were during the last year confined to accompanying Mr. Stokes at the inspection of the one at Liverpool, and superintending the certificate examination at St. Leonard's-on-Sea. I was relieved from the duty of holding an examination of candidates for admission into the latter institution by its withdrawal at Christmas from the receipt of Government grants.

Number, &c. attending at schools.

The entire number of children present in the schools on the days of inspection was 20,742, which comprised the attendance at 100 separate institutions again sub-divided into 184 departments.

The number of pupil-teachers and candidates for apprenticeship in these schools examined by me during the year was 314.

Of the above departments 34 were boys' schools, 35 girls' schools, 11 mixed schools, under a master; 47 mixed schools, under a mistress; 22 infants' schools; 14 night schools for boys and 21 night schools for girls.

SCOTLAND.

There has been an increase in the number of Roman Catholic schools under inspection in Scotland, and a still greater increase in proportion in the number of children attending the schools in that part of my district.

The number of departments visited by me in Scotland was 64, and upon the days of my visits they were attended by 7,306 children. The average attendance at these schools was 7,226, and the entire number upon the books was 10,114.

Glasgow and the neighbouring towns, centres of manufacturing industry, supply the largest proportion of these numbers, and in these localities during the past year considerable efforts have been made by the managers of schools to avail themselves more largely than hitherto of the assistance afforded by your Lordships' grants. At St. Mungo's and St. Patrick's schools, in Glasgow, certificated masters have now been placed in charge of the boys' schools. At Paisley, Carfin, Carluke, and Pollockshaws, the Roman Catholic schools have been visited by me for the first time, and are now under the care of certificated teachers. At St. Mary's, Greenock, a suitable building has been provided, affording accommodation for the girls' school, now removed from the old premises, and for a large boys' school recently formed under a trained master. At St. Lawrence's, Greenock, the school has also been placed under inspection, and the master has undergone an examination for a certificate, and at Neilston and Nitshill, villages forming a portion of the district under the care of the managers of the Barrhead schools, commodious schools have been built during the last year, and morning and evening schools organized in them, under qualified teachers.

The continued disregard of the observations which my predecessors in charge of this district and myself have been obliged to make upon the inadequate time devoted to the instruction of the girls' schools in Glasgow, is the only circumstance affecting the schools in the western portion of my Scotch district not in correspondence with these gratifying symptoms of progress. I have reason, however, to believe that at my next visit to these schools I shall be able to report that arrangements have been made for the removal of this long standing evil.

I have not many changes to note in connexion with the Roman Catholic schools in Edinburgh and its vicinity. The discontinuance of the infants' school at St. Mary's, Horsewynd, which has been for several years conducted with such

marked success by Miss Sweeney, would be a source of greater regret were it not that the flourishing condition of the schools in Lothian Street, to which these infants have been transferred, affords ample security for their future care.

Falkirk, Stirling, and Blairgowrie, continue to possess schools of more than average efficiency; and at Perth I find, at each successive visit, the same admirable management that has rendered its schools the most perfect in their arrangements of all those under my inspection in Scotland, and second to none in the successful results of their teaching.

In the schools at Dundee, where the Roman Catholics form a considerable element of the population, there has been until now an exceptional backwardness in taking advantage of Government aid. The girls' school at St. Mary's was the only one that before last year received any share of the public grant. An excellent boys' school has now been built at St. Mary's, and arrangements had been made at the time of my visit for the erection of a suitable infants' school. The large infants' school at St. Andrew's was inspected by me in April last, and the boys' school attached to it is now under a certificated master, and will be examined at my next visit to Dundee.

The opening of a very promising school at Dufftown, under a trained mistress, and the disappearance from my list of the Aberdeen school, after a gradual dwindling in numbers and efficiency, are the only new features presented by the small group of schools in the extreme north of my district.

In the southern part of my Scotch charge, the Roman Catholic school at Dumfries is the only one under inspection, and here, with fresh teachers, a very satisfactory state of instruction continues to be maintained.

An increased appreciation of the advantages of employing teachers who have had the benefit of a careful training, evinced by the introduction into the schools during the past year of 12 teachers from the Roman Catholic Normal schools, forms a further hopeful feature to be noted in estimating the progress of the Roman Catholic schools in Scotland.

As some evidence that the panic as to the prospects of the profession of teachers in our elementary schools has in a great measure subsided, it may be mentioned that 60 candidates for apprenticeship in the schools visited by me in Scotland have offered themselves for examination during the past year.

The existing supply of teachers in these schools consists of 18 certificated masters, 34 certificated mistresses, three assistant masters, two assistant mistresses, and 105 pupil-teachers, besides six masters and seven mistresses recognized as teachers of night-schools only.

Northumberland.

The number of departments visited by me during the past year in this county was 20, and they were attended on the days of inspection by 2,402 children. The average attendance for the year was 2,232, and the number on the books of the schools was 3,205. The increase which each of these items presents, when compared with the returns of the previous year, is not owing to the opening of any new schools, but partly to improved attendance at the existing ones, and in a small measure to the addition of evening-departments to the schools at North Shields and at St. Mary's, Newcastle-on-Tyne. With the exception of a very great improvement in the condition both of the boys' and girls' schools at St. Andrew's, Newcastle, there is nothing in the state of the Roman Catholic schools in Northumberland demanding special notice. The large and important schools at St. Mary's, Newcastle-on-Tyne, continue to maintain the high standard of efficiency for which they have so frequently received favourable mention.

The schools under inspection in this county employ a staff of seven certificated masters, eight certificated mistresses, and 33 pupil-teachers.

Cumberland.

Four schools, comprising five departments, attended on the days of my visits by 514 children, with an average attendance of 465, and having 817 on the books of the schools, represent the additional work which the transfer of this county to my charge has imposed upon me during the past year. Five certificated mistresses, one certificated master, one assistant mistress, and eight pupil-teachers find occupation in these schools.

Westmoreland.

This county, now forming a portion of my district, has not added anything to my responsibilities, as there are no Roman Catholic schools within its limits receiving aid from your Lordships' grants.

Durham.

Fourteen departments, attended on the days of my visits by 1,513 children, with an average attendance of 1,417, and having on the books 2,284 children, make the returns from the Roman Catholic schools in this county very nearly correspond with those of the previous year. The opening of a school at Washington, where a very suitable building has recently been erected, and the addition of night schools at Houghton-le-spring, Sunderland, and Hartlepool may be regarded as facts indicating progress, while the discontinuance of the boys' school at Durham must be noted as a step in a contrary direction.

Two certificated masters, eight certificated mistresses, three assistant mistresses, and 19 pupil-teachers are employed in the schools visited by me in this county.

Yorkshire.

There has been no change during the past year in the number of Roman Catholic schools under inspection in Yorkshire. Some increase has taken place in the numbers attending the schools. I visited 49 departments, and there were present on the days of inspection 5,479 children. The average attendance at these schools was 4,701, and the number on the books 8,101.

The teaching staff includes 11 certificated masters, 24 certificated mistresses, one assistant master, one assistant mistress, and 70 pupil-teachers, besides one master and four mistresses employed as teachers of night schools only.

North Lancashire.

Of 13 departments attended on the days of inspection by 1,509 children, which I visited for Mr. Stokes in the early part of the year, only three were situated in that part of the county which now forms a portion of my own district.

The Revised Code.

The first test of the operation of the Revised Code upon more than a limited scale has rendered the past year one of peculiar interest to all engaged in the work of elementary education. Upon the two essential points, its effect upon the condition of instruction in the schools, and its financial results, I may venture to express, as far as my own district is concerned, a confident anticipation that it will be found to produce beneficial results. I have no doubt whatever that teachers have already been stimulated to greater exertions, and in some instances in a very marked degree, by

the knowledge that their success in the case of each individual child would affect the amount of aid to be given to their school, and would determine in a great measure their own value as instructors in the estimation of the managers and of others interested in their schools. The data upon which my opinions have been formed are derived from an examination of 43 departments under the Revised Code, and in this number I do not include any night schools, of which I shall make separate mention.

In these 43 departments the average attendance was 5,286, and of these 4,677 had attended the number of times required to entitle them to be entered upon the examination schedule; 660 forfeited the grants derived from examination by their absence on the day of inspection; 1,019 under six years of age earned the grants without individual examination; 2,549 passed successfully in reading, 2,643 in writing, and 2,460 in arithmetic. These numbers, according to the scale of payments prescribed by the Revised Code, would afford these 43 schools upon an average something over 9*s.* per child upon the average attendance during the year.

Considering that this was the first examination in these schools under the Revised Code, and consequently that they were likely to be at some disadvantage from want of practical acquaintance with the methods to be employed, the results afford grounds for the belief that the schools in my district will be able to obtain under its provisions, as large an amount in aid of their expenditure as they should reasonably hope to receive from the parliamentary grants.

The number of night-schools examined by me under the Revised Code was 15, and their average attendance was 1,018; 499 scholars were absent on the evenings of my visits; 589 passed in reading, 558 in writing, and 557 in arithmetic. These results would afford these night-schools about 5*s.* 3*d.* per head upon the average attendance.

I have the honour to be, &c.

HENRY J. LYNCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC SCHOOLS, *inspected by him in the Counties of* CHESTER, DERBY, FLINT, LANCASTER, SALOP, *and* STAFFORD.

MY LORDS, Liverpool, January 1864.

BETWEEN the 1st of September 1862 and the 31st of August 1863, there were referred to my inspection 126 separate institutions for elementary education, viz.:—

In November	1862	14 institutions.
December	„	5 „
January	1863	12 „
February	„	4 „
March	„	14 „
April	„	14 „
May	„	18 „
June	„	17 „
July	„	22 „
August	„	6 „
		126

Before the time arrived for inspection of schools in Cumberland, that county had been transferred to another school district. The change reduced the number of schools for which I am this year responsible to 122.

My colleague, Mr. Lynch, volunteered to inspect for me nine schools; viz., Bacup; Burnley, St. Aloysius; Burnley, St. Mary; Clitheroe; Euxton; Fleetwood; Great Eccleston; Lytham, and Towneley. His assistance further reduced my list to 113 schools.

The schools at Barton; Bolton, St. Mary; Chester; Patricroft; and Saint Asaph had ceased to employ certificated teachers, and no longer fulfilled the conditions which necessitate inspection preliminary to payment of public grants.

The illness and consequent absence of the teacher at Ince Blundell induced your Lordships to allow to that school without inspection the grants payable in February 1863.

I remain accountable for the inspection of 107 annual grant schools.

Besides these schools, all of which I have inspected, visits of simple inspection have been paid to two schools, in one case by the manager's special request, and in the other on account of a building grant previously paid by the Committee of Council. They formed five departments, with an

attendance of 397 children, of whom 223 were boys and 174 girls.

Connected with 34 of the annual grant schools there were represented to be evening classes of one or more departments. Three of the night schools (viz., Burnley, St. Aloysius; Burnley, St. Mary; and Bacup) were taken by Mr. Lynch; three more (viz., Birkenhead, St. Werburgh; Bilston, and Smethwick) were not in operation during my visits. The other 28 night-schools have been inspected.

The 107 institutions which I have examined comprised altogether 259 separate school-rooms, each under an adult teacher of its own, and presented for examination 14,347 boys and 18,412 girls, making a total attendance upon the appointed days of 32,759 scholars, all participating in the benefits of the Parliamentary grant for education. The day-schools included 204 departments, 47 for boys alone, 44 for girls alone, 56 for boys and girls together, and 57 for infants. The attendance at day-schools was made up by 12,771 boys and 14,411 girls; distributed among these are 4,334 scholars in infants' rooms apart from older children.

The 28 night schools were divided into 54 departments under separate teachers, 18 for males alone, 34 for females alone, and two for both sexes together. The attendance reached 5,577, including 1,576 males and 4,001 females.

That the inspected schools must be large and important is evident from the high average attendance of 306 children per school. Stockport is the largest school, with an attendance of 1,264 scholars. Salford, St. John, is the next, with 1,113. Then follows a group with between 750 and 1,000 each: Manchester, St. Chad; Preston, the Talbot; Blackburn, St. Anne's (girls); Liverpool, St. Anthony; Liverpool, Holy Cross; Ashton-under-Lyne; and Wigan, St. John. A large number of schools show an attendance between 500 and 750, viz., Liverpool, St. Mary; Liverpool, St. Thomas and St. William; Liverpool, St. Francis Xavier; Manchester, St. Wilfrid; Manchester, St. Mary; Manchester, St, Patrick; Preston, St. Wilfrid; Preston, St. Ignatius; Preston, Walker Street; Blackburn, St. Alban; Wigan, St. Patrick; Oldham; and Chorley.

The schools at Blackburn, St. Anne's, boys'; Saint Helen's, Lowe House; Wigan, St. Mary; Preston, St. Austin; and Hyde, very nearly reach an attendance of 500. Preston, St. Ignatius, and Blackburn, St. Anne, support two institutions, each for boys and girls respectively. Were the school children in these congregations reckoned in the usual way, both of them would rival or even surpass Stockport,

since the male and female scholars taken together number 1,311 at Preston, St. Ignatius, and 1,339 at Blackburn, St. Anne. Numbers such as these present insuperable difficulties to an adequate examination within the time which it is possible for an inspector to devote to one school.

Almost all the large schools which I inspect lie in Lancashire or in the parts of Cheshire immediately contiguous. Lancashire contains 210 separate departments of aided schools, with an attendance of 27,063 scholars.* It may be doubted whether the rest of England can show as large an attendance in Roman Catholic schools.

In several cases the numbers are swelled by a prodigious attendance at evening classes. Stockport, with 629 night scholars, is the most striking example. Then follow Blackburn, St. Anne, with 589 night scholars in two institutions, and Salford, St. John, with 546. Manchester, St. Chad; Manchester, St. Mary; Preston, St. Wilfrid; Preston, the Talbot; Preston, Walker Street; Blackburn, St. Alban; Wigan, St. John; Oldham; and Ashton-under Lyne, have each an attendance of 200 and upwards in night schools.

The most numerously attended schools for infants occur at Liverpool, St. Anthony; Liverpool, St. Helen; Blackburn, St. Anne; Preston, St. Ignatius; Preston, the Talbot; and Chorley. At Manchester, St. Patrick; Liverpool, St. Thomas and St. William; Liverpool, Holy Cross; Liverpool, St. Francis Xavier; Preston, St. Wilfrid; Stockport; and Ashton-under-Lyne, the number of infants exceeds 200. In some instances the infants' rooms are quite inadequate for the proper accommodation of the numbers crowded into them; this is more or less the case at Blackburn, St. Anne; Preston, the Talbot; Stockport; and Chorley.

The aggregate numbers examined in this school district have risen from year to year since its limits were fixed in 1857:—

In 1856–57	there were examined	-	-	21,968 scholars.
1857–58	„ „	-	-	24,268 „
1858–59	„ „	-	-	26,156 „
1859–60	„ „	-	-	26,330 „
1860–61	„ „	-	-	31,431 „
1861–62	„ „	-	-	33,257 „
1862–63	„ „	-	-	34,445 „

in schools visited, whether for simple inspection or in reference to payment of annual grants.

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* I include 9 schools, with 15 departments and 1,289 scholars, inspected for me in Lancashire by Mr. Lynch.

DISTRIBUTION of SCHOOLS INSPECTED for ANNUAL GRANTS, 1862–63.

	Schools.	Departments.	Scholars.		
			Boys.	Girls.	Total.
Lancashire -	82	219	11,611	15,452	27,063
Cheshire - -	7	23	1,489	1,744	3,233
Staffordshire -	16	26	1,132	1,402	2,534
Derbyshire -	5	6	442	132	574
Flintshire - -	4	6	215	241	456
Isle of Man -	1	2	58	76	134
Shropshire -	1	1	25	29	54
	116	274	14,972	19,076	34,048

Connected with the instruction of annual grant schools I found 58 certificated masters and 153 certificated mistresses, but double entries arising from changes of teachers reduce the number actually engaged at the same time to 202, of of whom 54 are masters and 148 are mistresses.

They employed under them 35 assistant teachers, and 458 pupil-teachers, whose sex, standing, and period of service are set forth in the tables subjoined.

STANDING, SEX, and NUMBER of PUPIL-TEACHERS upon 1st September 1863.

	Boys.		Girls.		Total.
	Remain.	Quit Service.	Remain.	Quit Service.	
Have completed:—					
Fifth Year -	—	15	3	50	68
Fourth „ -	16	1	42	2	61
Third „ -	17	—	54	3	74
Second „ -	14	1	62	2	79
First „ -	21	—	64	4	89
Admitted -	25	1	59	2	87
	93	18	284	63	458
Assistants -	9	2	16	8	35
Total -	102	20	300	71	493

PERIOD of SERVICE.

On 31st September 1863 there remained in service 377 pupil-teachers.

—	Boys.	Girls.	Total.
There complete service at Christmas, 1863	15	38	53
" " " 1864	16	58	74
" " " 1865	15	55	70
" " " 1866	22	68	90
" " " 1867	22	61	84
" " " 1868	2	4	6
Total - -	92	284	377

The next table shows the times and places of examinations attended by the subordinate teachers of aided schools.

COLLECTIVE EXAMINATIONS of PUPIL-TEACHERS, ASSISTANTS, and NIGHT-SCHOOL TEACHERS, 1862–63.

Time.	Place.	Number examined.		
		Boys.	Girls.	Total.
1862.				
25 October -	Wigan, St. John's - -	10	15	25
7 November -	Manchester, St. Chad's -	12	19	31
14 " -	Manchester, St. Patrick's -	10	31	41
16–18 December -	Liverpool College - -	—	63	63
1863.				
7 February -	Liverpool Practising School -	—	59	59
28 " -	Liverpool, St. Francis Xavier -	31	46	77
27 March -	Blackburn, St. Anne's -	2	29	31
10, 18 April -	Preston, St. Wilfrid's - -	15	38	53
15 May - -	Saint Helen's, Lowe House -	14	32	46
5 June - -	Birkenhead, St. Werburgh's -	—	14	14
20 " - -	Stockport - - -	16	23	39
4 July - -	Wolverhampton - -	3	20	23
7 " - -	Rhyl - - - -	—	5	5
15 " - -	Spinkhill - - - -	2	2	4
29 " - -	Hanley - - -	2	9	11
		120	433	553
Examined in their own schools at:— Southport, Lancaster, Garstang, Chorley, Derby, Alton, and Douglas - - - - -		7	20	27
		127	453	580
Examined and passed before Mr. Lynch - -		2	11	13
Total - - -		129	464	593

The payment of capitation grants under the Old Code finally ceased upon 30th June 1863. This form of assistance to the last continued to increase.

CAPITATION GRANTS paid in 1862–63 to Roman Catholic Schools.

School.	Scholars.	Amount.	School.	Scholars.	Amount.
CHESHIRE.					
	No.	£ s. d.		No.	£ s. d.
Altrincham	39	9 10 0	Hyde	275	55 7 0
Birkenhead, St. Patrick	237	47 8 0	Macclesfield	85	18 1 0
Birkenhead, St. Werburgh	170	34 0 0	Staleybridge	202	44 16 0
			Stockport	864	146 2 0
DERBYSHIRE.					
Derby	149	29 19 0	Hassop	22	6 7 0
Glossop	47	14 2 0	Spinkhill	30	8 10 0
FLINTSHIRE.					
Flint	30	7 10 0	Rhyl	31	7 15 0
Holywell	47	11 15 0	Talacre	48	13 15 0
LANCASHIRE.					
Accrington	111	20 0 0	Liverpool, St. Peter	78	19 10 0
Alston Lane	20	5 0 0	" St. Thomas and St. William	240	51 11 0
Appleton	41	10 5 0	" St. Thomas	57	14 5 0
Ashton-in-Makerfield	104	21 14 0	Lytham	53	14 8 0
Ashton-under-Lyne	329	60 10 0	Manchester, St. Alphonsus	140	21 0 0
Bacup	120	20 0 0	" St. Chad	234	53 19 0
Birchley	44	13 4 0	" St. Patrick	133	28 14 0
Blackburn, St. Alban	296	48 19 0	" St. Wilfrid	320	58 1 0
" St. Anne, boys	312	62 8 0	Newsham	16	4 0 0
" St. Anne, girls	477	71 11 0	Oldham	57	15 13 0
" Sparrow's	218	32 14 0	Park Lane	93	21 14 0
Bolton, St. Peter	185	45 5 0	Prescot	62	15 10 0
Brindle	27	7 14 0	Preston, St. Austin	304	50 6 0
Brownedge	108	20 0 0	" St. Ignatius	273	40 19 0
Burnley, St. Mary	254	42 13 0	" St. Wilfrid	296	52 7 0
" St. Aloysius	84	21 0 0	" Talbot	374	67 2 0
Bury	36	9 0 0	" Walker St.	243	48 12 0
Chorley	275	57 17 0	Rainhill, boys	8	2 8 0
Clitheroe	50	14 13 0	" girls	7	1 15 0
Cottam	22	5 10 0	Ribchester	26	6 10 0
Eccles	50	12 10 0	Rochdale	128	15 0 0
Euxton	50	12 10 0	Salford, St. John	275	42 12 0
Fernyhalgh	30	7 10 0	Saint Helen's, Green Bank	84	16 16 0
Fleetwood	113	20 0 0	Saint Helen's, Lowe House	187	43 6 0
Garstang	50	12 10 0	Saint Helen's, St. Joseph	133	31 0 0
Gillmoss	27	6 15 0	Southport	33	8 5 0
Great Crosby	70	14 0 0	South Hill	25	6 5 0
Great Harwood	100	23 16 0	Sutton, St. Joseph	42	12 12 0
Hurst Green	42	10 10 0	Thurnham	39	10 19 0
Ince Blundell	17	4 5 0	Towneley	71	14 4 0
Lea	28	7 0 0	Warrington, boys	100	25 0 0
Lancaster	123	29 8 0	" girls	100	25 0 0
Liverpool, Holy Cross	272	55 16 0	Widnesdock	34	8 10 0
" St. Anne	78	15 12 0	Wigan, St. John	193	50 5 0
" St. Anthony	235	55 0 0	" St. Mary	241	44 18 0
" St. Augustine	104	22 2 0	" St. Patrick	174	38 19 0
" St. Francis Xavier	263	52 18 0			
" St. Helen	114	24 11 0			
" St. Mary	220	49 5 0			
" St. Nicholas	174	32 0 0			
" St. Oswald	157	35 0 0			

School.	Scholars.	Amount.	School.	Scholars.	Amount.
		STAFFORDSHIRE.			
	No.	£ s. d.		No.	£ s. d.
Alton	48	12 0 0	Smethwick	11	2 15 0
Bilston	51	12 10 0	Walsall, St. Mary	24	6 0 0
Brewood	14	3 10 0	Wolverhampton, St. Mary	54	12 10 0
Cheadle	32	8 16 0	Wolverhampton, St. Patrick	118	26 0 0
Cobridge	55	12 10 0	Wolverhampton, Snow Hill	117	25 0 0
Creswell	14	3 10 0			
Great Haywood	17	4 5 0			
Hanley	92	18 18 0			
Longton	103	27 10 0			

The new case of Gorton fell at once under the conditions of the Revised Code, which also regulated the payments to Walsall, St. Patrick, Stafford, and Douglas examined in August. These four schools returned an average attendance of 713 children, and they offered for individual examination 372 regular scholars who passed in 747 subjects out of 1,116 in which it was possible for them to succeed.

If during the past year inspection has been extended to but few new schools, not many established schools have been withdrawn from inspection. The elementary schools of this district which have at any time received annual grants, and do not now receive them, are enumerated below, with a statement of the amount of public grants paid to them respectively, and of the cause of cessation of payments so far as ascertained.

School.	Amount of Annual Grants paid.	Cause of Withdrawal.
	£ s. d.	
CHESHIRE.		
Chester, boys	287 10 2	Manager's fear of responsibility under New Code.
Crewe	332 18 1	State of premises.
Liscard	205 0 3	Teacher uncertificated.
DERBYSHIRE.		
Derby, girls	285 14 8	Teacher uncertificated.
FLINTSHIRE.		
Saint Asaph	233 9 2	Use of premises as a chapel.
LANCASHIRE.		
Bolton, St. Mary	15 11 10	Teachers uncertificated, and premises bad.
Bootle	11 14 0	School removed.
Burscough Hall	8 1 8	Teacher uncertificated
Chipping	6 8 8	

School.	Amount of Annual Grants paid.	Cause of Withdrawal.
Lancashire—*continued.*	£ s. d.	
Cunscough - -	8 10 0	Teacher uncertificated.
Kirkham - - -	75 16 8	" "
Rishton - - -	7 4 0	Stone floor.
Sutton, St. Anne - -	58 16 0	Teacher uncertificated.
Wigan, St. Joseph -	544 13 8	State of premises.
SHROPSHIRE.		
Middleton - - -	77 14 0	Teacher uncertificated.
STAFFORDSHIRE.		
Aston in Stone - -	22 7 0	Teacher uncertificated.
Cheadle, St. Wilfred -	39 6 8	" "
Rugeley - - -	82 5 0	" "
Stone - - -	13 0 0	" "
Wolverhampton, St. Peter and St. Paul.	420 12 10	State of premises.

The above schools may be called the losses of fifteen years. Several among them long ago ceased to be inspected. For example, since 1856 I have inspected the aided Roman Catholic schools in Staffordshire, yet I have never had occasion to visit four out of five schools in that county entered as having ceased to receive grants. One or two of them perhaps have ceased to exist at all. In three or four cases premises unfit for school purposes will, it is hoped, be in time replaced by good schools. If the rest can be efficiently maintained without state aid, there is no reason to regret the course adopted by their managers.

In July last your Lordships were pleased to transfer from me to another district the Roman Catholic schools in Cumberland, and in the census districts of Lancaster, Garstang, Fylde, and Preston in Lancashire. Westmoreland and the Ulverston district, included in the transfer, contain no Roman Catholic schools under inspection. As this is my last opportunity of reporting upon the schools severed from my district, I wish to exhibit in detail the progress of Cumberland and North Lancashire between 1853 and 1863. In 1853 there were six schools inspected; in 1863 twenty-three. Of the six schools inspected ten years ago four have in the interval been removed into entirely new premises, and one has been enlarged and repaired. In point of buildings one only remains unimproved.

Descending to particulars, I find that up to May 1853 the only Roman Catholic school in Cumberland which had

received any grant from the Committee of Council was Wigton, and that only a grant towards purchase of books. Wigton school was at that time conducted in premises of the meanest character. It is now held in premises excellent in construction and fittings, which have been erected by the munificence of Miss Aglionby of Wigton hall, and is managed by a trained certificated mistress with qualified assistant. Besides Wigton there are three more schools now under inspection. At Carlisle, St. Patrick's, a stone floor has been removed, the school enlarged, and new fittings introduced with aid from the Committee of Council. Both the school-rooms are in charge of trained certificated teachers with apprentices under them. The remaining want here is an infants' room. At Workington a school under certificated teachers has been established by the liberalty of the Rev. Cuthbert Clifton, who is now engaged in building schools of an improved description. The school at Cockermouth, placed under inspection in 1863, I have not seen; but it may be expected to follow the course of improvement displayed at Wigton and Workington.

The Lancaster census district contained in 1853 one inspected school at Lancaster. This school has been removed into admirable premises, erected by members of the congregation, who have also provided a handsome endowment for its maintenance. In one respect, in which it could not change for the better, the Lancaster school remains unchanged. It keeps, and I trust will long keep, its respectable and very efficient master, Mr. Michael Henry. In this quarter there is now under inspection but one other school, situated at Thurnham, where a trained certificated master is engaged, and the premises have been as far as possible improved by the removal of a stone floor, and in other ways. A new school on a dry site is however wanted here.

The Garstang and Fylde district also contained in 1853 one inspected school at Garstang, which has been removed from inferior premises into well-planned new buildings, erected by the exertions of the Rev. Michael Hickey, with aid from the parliamentary grant. Here there are now three more schools under inspection. Useful schools have been built at Lytham and Fleetwood, and a disused chapel has been converted to school purposes at Great Eccleston. All are managed by certificated teachers.

In the Preston census district three schools were inspected in 1853, viz., Preston, St. Austin's, girls; Preston, St. Ignatius; and Preston, St. Wilfrid. Since that year St Austin's girls' school has been removed into commodious premises of ample

dimensions, and St. Wilfrid's has received government grants towards the removal of a stone floor and the formation of an infants' room. The instruction at St. Ignatius has advanced very much indeed, but the premises, good in 1853 and not bad now, remain much as they were. The fittings of the well-conducted infants' school are worn out, and in the girls' rooms the desks and benches still stand on a level. I am told that school funds are in hand enough to refit in a suitable manner this well-attended and flourishing school. To the three old schools of Preston have been added three more. The Talbot schools, called after their founder, form noble rooms for boys and girls, with inferior accommodation for infants. They have been completed and brought into a state of thorough efficiency. The Walker Street schools have been rebuilt with the help of a government grant, and for several years have afforded the best instance known to me of a good boys' school attended by half-timers. St. Joseph's schools in an outlying quarter of Preston are entirely new. Though not large they are well designed, and when wholly devoted to school purposes will make a valuable institution. Besides these schools in the town of Preston several rural schools have sprung up in the neighbourhood. Fernyhalgh, where the premises have recently been enlarged, appears to me the model of a village school. At Lea a school and teacher's house admirably adapted to the place have been built with help from your Lordships. At Cottam a pretty school and large house have been erected by the Rev. Dr. Corless. At Newsham a neat school has also been built. At Brownedge lofty and handsome schools have replaced low close apartments. At Alstone a comfortable school-room has been constructed out of a chapel no longer in use. And at Ribchester a certificated teacher has been placed in charge of a school not unsuitable to the character of the place.

Material improvements have been everywhere accompanied by corresponding improvement in instruction. The attention and integrity of managers, the interest and liberality of associated laymen, the skill and diligence of teachers and apprentices, the proficiency of children, and the condition of buildings, cause the institutions now transferred to my colleague to be on the whole the most satisfactory group of schools with which experience has ever made me acquainted.

It is among the duties of Her Majesty's inspectors to examine carefully the registers of all schools claiming annual assistance. In performing this duty, of which the impor-

tance has been increased by recent changes, I have generally seen reason to believe that the daily attendances of every child are marked with care. The appearance of filled class rolls is mostly neat and correct, and it is upon the appearance alone that an inspector can pass judgment at his annual visit. Excepting in the matter of dates, which always ought to be recorded, I have not had cause to complain of registers of daily attendance. The admission book, however, and the summary are often badly kept. Sometimes no entries are made in the admission book for twelve months together and children's names are then entered all at once, and almost at hazard, for the inspector's examination. 'Teachers about' to leave a school sometimes neglect the admission book, and then the new teacher with indiscreet zeal will re-enter all the children present as if admitted at the same date. The summary is not so often neglected, but entries in it are oftener inexact. The number of children present at all is not correctly got from the class rolls, and consequently neither the average attendance of each child nor the average attendance of children can be correctly ascertained. Sometimes inaccurate weekly averages are relied on for quarterly averages, which in turn produce the yearly average. It is not understood that the weekly average, the quarterly average, and the yearly average, so called, are in truth but the daily average taken for the week, the quarter, or the year. In each case the items required are the number of times the school has been open during the term in question, the number of children present at all, and the number of attendances made by all the children. With these numbers for dividend and divisor the averages are found at once.

Your Lordships already call for a return of the number of times on which every school seeking aid has been open in the morning and afternoon during the year, and also for the total amount of fees paid. If managers were required, in addition, to return the number of children present at all, and the sum of the attendances made by all the children during the year, the averages might all be found or checked in the Council Office. Some such plan is needful to assure accuracy. The Form IX., containing school statistics, is very frequently unfilled on the day of inspection, and the inspector has no opportunity of comparing the returns with the registers.

The registers in common use might, I think, be with advantage simplified. The admission book, after the usual entries of name, age, and residence, should contain a column

to show whether the child has been already examined and under what standard. Records of removal from class to class might be omitted, and in their place might be substituted six columns to tell the date of examination under each standard. The summary might be amalgamated with the admission book. Omitting as needless all weekly and quarterly averages, a few pages suitably ruled would suffice to record first the facts:—

(A.) During the year ended 31st March 1863, the school has been open half-days.
(B.) During the year ended 31st March 1863, the school has been attended by children in all.
(C.) During the year ended 31st March 1863, the children have made half-days.
(D.) During the year ended 31st March 1863, the children have paid in fees *l.* *s.* *d.*

And, next, the inferences:—

(*a.*) During the year ended 31st March 1863, the average attendance of children per half-day has been
(*b.*) During the year ended 31st March 1863, the average number of half-days attended by each child
(*c.*) During the year ended 31st March 1863, the average amount of fees paid by each child *l.* *s.* *d.*
(*d.*) During the year ended 31st March 1863, the average receipt in school fees per half-day *l.* *s.* *d.*

If the facts were correctly recorded, an error in reasoning from them might at any time be corrected, and teachers, if not culpably negligent, would seldom make mistakes in recording the facts.

The facts must of course be gathered at the end of every year from the records of daily attendance. These daily records might, I think, be improved. Weekly and quarterly averages should be abolished. Registration by classes should be discontinued. A book or a series of books numbered continuously should be marked always by the head teacher. No child's name once entered should be removed before the end of the year. The sum of all attendances entered in favour of every child, however few they may be, should be carried into the final column at the end of the year. Under such a plan the number of entries in this column would at once show the number of children present at all, and the sum of the entries would give the attendances of all the children. Below the entries for each week, in place of the weekly averages, should be shown the number of half days during which the school was open in that week, and the amount of school fees received. These entries should be added and carried forward page by page to the end of the year, when they would exhibit the number of

half school days and the amount of fees for the year. A single book of this kind might suffice for a school of 50 children, a double one for 100 children, and so on. Where more than one book is needed, care must of course be taken to bring into account all the final columns at the end of the year.

The result of my experience generalized leads to these conclusions.

Pupil-teachers and monitors should not mark registers, except for practice, under the teacher's eye.

Teachers may be trusted to record facts but not to calculate averages.

The supervision and correction of managers come to very little.

The inspector has no control over the daily records, and even the yearly returns often are not submitted to him.

Hence I am of opinion that—

1. Registers should always be kept by the head teacher.

2. Entries in registers and returns from them should consist as far as possible of facts.

3. Form IX., with its returns completed, should invariably be placed in the inspector's hands before the commencement of inspection.

4. Normal schools should devise some more practical means of familiarizing students with all the details of registration.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected in the Counties of* AYR, DUMFRIES, KIRKCUDBRIGHT, LANARK, RENFREW, *and* WIGTON.

MY LORDS, Edinburgh, December 1863.

The last year's inspection extended, as formerly, to all the aided schools of the district, and to some others unaided to which inspection had been simply invited. Those which I had the honour to inspect were 144 in number, "held in "separate buildings, and separately managed," and attended by 20,316 children present at examination, 121 schools of the number mentioned having, according to the custom of the country, a mixed attendance of boys and girls. At the same time Mr. Jack's very able co-operation was again beneficially experienced in each county of the district; and, as usual, each of all the schools we inspected was made the subject of a special report.

The *Special* reports are uniformly occupied with the same particulars of which several are prescribed for the *General* reports in the Circular of 4th November 1858. So far the one repeats or is meant to repeat the other, but with this difference, that, however rare the good or bad features of a school may be, they are the fitting subjects of the special report; while, if either rarely good or rarely bad, the general report would be untrue to its designation should it prominently make mention of them, unless, indeed, it were to mark how rarely they occur. Still, the relation of the one to the other is such that the proper matter of the general report may be always found among the heads set down in the Form for the report on individual schools. For example, the first few particulars of that Form refer to the county, and the station where the school is placed; to the school managers; to the rank and merit of the teachers; and on each of these points some general remarks may be now offered.

Extent of yearly aid

I. The yearly aided schools of the district, connected with any church, Established, Free, Episcopal, or Roman Catholic, or connected with no church, appear to be about 450 in number. The proportion of such schools to the population of the district, upon that estimate of their number, is as 1 to 2,600. The attendance, however, at many is unusually large, amounting, for example, to about 1,000 for each of three schools in Glasgow. To this extent, with the addition of discontinued grants, the public aid by means of annual

grants has gradually come to take effect in the course of the 18 years that have elapsed since that mode of aid received the sanction of Parliament. In a twofold sense, the scheme as thus enlarged has been a scheme of aid; it has aided and only aided the particular school; it has aided and only aided the entire system of educational means for the country,—leaving still a large proportion of the schools unbenefitted by aid in any form. In this last respect, as in the other, perhaps a partial aid is all that ever was intended. The parish school system itself, while extended to every parish, the burghal excepted, seems not to have been expected or designed to embrace all parts of every parish; at any rate, it is certain there always was a considerable part of the population which it did not and could not reach.

Again, the proportion of the yearly aided to the unaided schools, though not admitting of any exact calculation from existing data, may be reckoned as not amounting to quite a fourth part of the total number of schools in the district.

The rules on which the grants are administered secure, of course, a just and useful appropriation for them all. There are, however, two situations in which they have been applied with peculiar propriety:

Burghs. 1st. The provisions of the Parochial School Act do not extend to parishes "which consist only of a royal burgh or part of a royal burgh;" and parishes of this description *quoad omnia* or *quoad sacra* are numerous in the district. Of such there are in the city of Glasgow alone 35, all of which burghal parishes, except five *quoad sacra*, have been provided, in lieu of the wanting parish establishment, with a school set up and maintained by the Kirk sessions, and so named Sessional. The 30 Sessional schools of Glasgow all derive yearly aid from the parliamentary grant.

Manufacturing and mining stations. 2nd. The progress of manufacturing and mining industry has given rise to the concentration of large groups of working people in places remote from the parish schools, or if not remote, too populous to be adequately served by them. There the proprietors have done what they felt to be incumbent on them in the circumstances; they have given, that is to say they have voluntarily originated and supported, schools for that new population. The Privy Council grants have very commonly followed; and so they have found another fitting application in places for which the parish school law makes no provision, and which are frequently the most populous in the parish.

Parochial schools. II. All the aided schools of the district are reducible to the two classes of parochial and subscription; for those

that are commonly classed under other names have all had the benefit of that voluntary subscription which is required to entitle them to aid. The number of the parochial schools of the district appears to be 264,* of which about a fourth part receive annual aid. The number of the non-parochial schools in the district is uncertain; but there can be no doubt that of them a much larger proportion remains unaided. The reasons are, that about a fourth part of all the schools in Scotland are of the kind called adventure, which, having neither school-managers nor the help of voluntary subscription, have not been enabled to fulfil the conditions of aid; that sometimes an endowment from private sources renders the voluntary subscription unnecessary or otherwise prevents it; that the grade of the school is sometimes above the object of the grants; that the school accommodation is sometimes insufficient; that many teachers are still unqualified with the Government certificate; and that there are patrons who prefer to retain the whole burden as well as the whole management of the schools in their own hands. Non-parochial.

Under these two classes of parochial and subscription schools are included two principal varieties determined by the nature of the instruction they afford, the one for mixed elementary and superior instruction, the other, for mixed elementary and industrial. Of these, it is remarked,

1st. That in all schools under mistresses sewing and knitting are taught to all the girls of proper age; and sewing mistresses, in accordance with one condition of the public aid, are attached to the greater part of the schools taught by masters,—the like provision for the rest being understood to be in progress. The Parish School Act declares "It shall be lawful for the heritors or minister "to resolve that a female teacher shall be established to "give instruction in such branches of female industry and "household training, as well as of elementary education, "as they shall then or from time to time prescribe." How many of the aided parish schools of the district have benefited by this new provision, permissive only, as all the provisions of the parish school law originally were?† Not quite one-half of the whole number, and most of them for sewing only. The rest have found the means of providing, in the meantime at least, for that branch by the small fee affixed to it; perhaps also by some little sacrifice on the master's part, or by a small voluntary contribution from some other source. On the whole, however, there seems to have been less diffi- Industrial schools.

* Presbyterial Reports on Schools, 1863.

† Prior to 1616.

culty in "establishing the sewing mistress" than in procuring the attendance of the children to take her lessons, even when given without charge. In some situations, it is the book learning only in which the parents have any wish that their children should be instructed; they maintain, and with a livelier feeling on the point than might be expected, that the family can educate to the needle, quite as well as the school.

In schools under mistresses, the Industrial instruction is sometimes carried further by the use of class-books of domestic economy, Tegetmeier, &c. But too often, the attention given to such lessons is languid and very partial, as if neither teacher nor pupils were quite reconciled to the novelty of the subject. Not so, at the Highland Society School in Glasgow, where a pretty large class professes the whole of the text-book mentioned, and is prepared to give a tolerable account of any part of it. The actual *training* of girls to household work occurs in a few instances, but not to any noticeable extent, except at Martyrs' Church Glasgow, New-mains, and the industrial school at Pollockshaws, Eastwood. "Receipts for various cooking purposes," says the master of Martyrs', "are dictated on Friday, with a "view to the practice of the same by the girls at home. "On the following Monday they are questioned as to the "directions so given, and as to their methods and success "in following them out. When practicable, samples are "brought and criticised; as many as 15 have been pro- "duced from a class of 40 at one time, and these for the "most part carefully and neatly prepared." He adds that "the want of a kitchen, cooking apparatus, and material "on the premises alone prevents us from carrying this sort "of training to a greater extent,"—the same difficulty that so commonly prevents any attempt at that sort of training elsewhere.

The school at Pollockshaws, greatly favoured in the patronage of Sir John Maxwell, is the only one now aided in the district that affords to the male pupils a regular and complete training for the trades which they are afterwards to practise,—carpentry, tailoring, and shoemaking. In one or other of these ways, upwards of 100 boys are at work on the premises for some hours daily, and this without hindering a proper measure of attention to the indispensable common book lessons. It is here seen, that the one occupation is not incongruous with the other,—the best effects of both being the mental and the moral discipline which they produce, and which are common to both in perhaps no very different degree. It may be doubted, however, whether in

schools occupied mainly by a class of children apparently destined to one certain occupation, a portion of the book lessons might not, without prejudice to any part of their proper object, afford more information specially bearing on that future occupation,—mining, manufacturing, agricultural, or commercial; and perhaps some adaptations of the kind will appear in the future progress of the common school instruction.

Higher branches.

2. The superior instruction which is given in some schools along with the elementary is usually represented by the subjects of Latin and Geometry; and it is remarked, how very frequent is, the preference given to the study of the former. A recent inquiry addressed to the teachers, with your Lordships' permission, brings out the scarcely expected result that of 246 inspected schools of the district, there are 158 in which Latin is more or less taught to 1,161 pupils. In some instances, it is known to be so well taught as to fit the pupil at once for a creditable entrance at the University. Very often, however, the study of this branch is ill-regulated, much interrupted, or of short continuance, insomuch that, on occasions of inspection, there is perhaps not a third part of the schools where it is taught that offer for examination a Latin class at any stage of progress.

Elementary branches.

When both the elementary and the higher subjects are taught in the same school, there are instances in which both are equally well taught, as at Airdrie, Biggar, &c. But generally, the case is different, *where there is but one teacher;* then, neither class of subjects fares quite so well, as it would do if it stood alone; but the higher much more frequently suffers than the lower, as may be seen from the usual tenor of the special reports. It is, in truth, mainly if not altogether in the improved treatment of elementary subjects, that any progress has taken place during the last 20 or 30 years in the common school instruction; and so marked has that progress been, carrying with it a greater care for the whole body of the pupils, the humblest included, as to compensate and more than compensate for the diminished attention to the farther instruction of a few. As the matter now stands, the general merit of a teacher is more clearly seen in his management of the elementary subjects than of those more advanced. For the elementary come first for all; and they are all that the greater part of the pupils ever receive; by which plain considerations, the teachers' practice has been commonly more or less directed.

In their first steps, the elementary branches are taught

by some teachers, with exceeding care. They do not think fit to employ their pupil-teachers much in this part of the school work; they retain in their own hands the monosyllable lessons, the first attempts in writing on the slate or on the board, and the first in number. "For," says one, "I know not how long these young ones will remain with "us, and would wish, therefore, to make the most of them, "while we have them." He might have added that this good grounding at the outset, while it renders future progress more easy, gives to the teacher himself a habit of correctness which will avail him in the farther stages of his work. But this very special care of the young in their earliest lessons is not so common as it might be; it will doubtless be much promoted by those parts of the New Code which have been specially designed for that effect.

Teachers.

III. The first portion of the Form for special reports points to another classification, according to which the aided schools come to be arranged as follows:—

Schools with one master	204
„ two or more masters	29
„ master, and mistress for elementary branches and sewing	106
„ master, and mistress for sewing only	101
„ evening classes	66
Separate female schools for elementary branches and sewing	42
Infant schools, either as departments of other schools or as separate	11
Schools with pupil-teachers	177
Number of pupil-teachers	515
Schools with assistants under Minutes	15

If these various means of imparting education be all of an approved description, as doubtless they are, it may be asked how it is, that some of them, as the female, the infant, and the evening schools, are not more common. It is, however, to be observed that where such schools are wanting the void is not so great as it may seem, in the system of educational means; for their particular purpose is often served in another manner. The common school, for example, has generally among its pupils some very young children whose treatment is not very different from what they would have received at an infant school proper. In schools under masters where both sexes have the same lessons, if at the same stage of progress, they are very commonly ranged in distinct classes,—a distinction very commonly deemed sufficient. Again, the day-school often anticipates and supersedes the night-school by attracting a class of pupils who, in the prospect of the night-school as

a final resource, often neglect the earlier opportunities of instruction; then, sometimes the assistant under Minutes is preferred to the pupil-teacher. In short, these different provisions are very often such that, to all intents, one of them includes another. It is certain, that they are not all needed in all places; and generally there is room for difference of opinion among the school managers which of them should be preferred, even in circumstances pretty much alike.

Managers, &c.

IV. The first part of the same Form refers to the authorized managers of the schools, that is, to the local managers. But there are always local parties not acting as managers who, in a considerable degree, influence the condition of the schools; these are, in particular, the parents of the children. It is in their power to say what the children shall be taught at school; whether their children shall even go to school or not; and how long or how constantly they shall be there. In these ways, the parents influence the elementary education of the country; and thus, where the instruction of a school is very limited or faulty, short or irregular attendance is very often found to be the cause.

When subjects above the elementary are taught, it may be presumed that this happens at the special request of the parents, looking to the child's future career. In this view, the extent to which Latin is taught in these schools, as already stated, is not without significance.

In the choice also of elementary subjects, there is an implied judgment of the parents. "What determines the "different rates of payment" is one point on which the managers have to make their yearly return. "Whether the "same classes are for all subjects" is another, included in the inspector's report of each school. Very commonly, a small addition to the fee appears to take place when the pupil enters upon a new subject; and so, almost invariably, new classes are formed for new subjects. These facts are now noticed as showing that, if the same classes are not maintainable for all subjects, this happens because it depends not a little on the parent's will, opinion, or circumstances, what the scope of instruction for their children shall be. At the same time, the whole programme of the school is settled by its managers.

The managers are appointed or self-constituted, either as doing much to maintain the school by the supply of funds, buildings, or apparatus, or as peculiarly fitted by experience or profession to oversee the instruction it affords. They are *local* managers; but there are others not locally connected with the school who, being qualified in one or

other of the ways mentioned, very considerably influence its management. These are—

(1.) The Presbyteries of the Church of Scotland, which by statute are charged with the supervision of the parish schools, and which, as church courts, have the like care of all schools specially connected with the church. The schools of all kinds within the district examined by the Presbyteries during the last year were about 900 in number.

(2.) The General Assembly oversees by its Education Committee the schools which it supports, and exercises thereby nearly all the functions of a local management. Of Assembly schools there are 14 in this district.

(3.) The schools in the district aided by the Ferguson bequest are 228 in number, and they are open to the inspection of the secretary of the trust.

Inspection. (4.) There is the Government inspection. When building grants were first offered on the condition of inspection in 1839, that condition became the subject of much discussion in the courts of the Church of Scotland. In the following year the General Assembly declared that "there appear no "grounds for rejecting the proposed grants by Government "on the conditions explained in the communications of the "Privy Council Board;" which conditions referred mainly to inspection. But this declaration applied, not merely to schools aided by building grants, but to "other schools to "which inspection might be invited by the church or other "parties," the object being "to ascertain the state of educa- "tion in particular districts," that it might be judged "how "far the interference of Government or of Parliament can "be beneficially exerted by providing additional means of "education." Straightway, the great body of the elementary schools connected with the Church of Scotland were opened to inspection, though it was but to a fraction of their number that the whole provision for that purpose could then extend. At the present time, of the 900 schools in the district last year examined by the Presbyteries, and nearly all somehow connected with the Church of Scotland, probably all are still open to inspection from the continued prevalence of that opinion of its uses which 23 years ago produced the Assembly's declaration. This is, perhaps, as marked a testimony to the benefits of simple inspection as any that has occurred. It has doutless been induced by the unforgotten instruction to inspectors "not to press upon "school committees any suggestions which they may be "disinclined to receive."

Teachers' association. (5.) After all, it is the teacher that mainly forms the

character of the school. From a sense of the influence inseparable from their calling, the schoolmasters 16 years ago originated the Educational Institute, with a view to their mutual encouragement and mutual improvement in professional knowledge and skill. Its sphere is the whole of Scotland, occupied by 58 local associations, of which several are in this district. The Glasgow branch is thus mentioned by one of its most active members, the master of Brownfield school, "It is open to the teachers of parochial, burgh, "subscription, endowed, and adventure schools and aca- "demies. Among the most active of the branches is the "one situated in the presbytery of Glasgow, the meetings "of which are frequent, and have been thrown open to all "teachers and other friends of education. A course of lec- "tures delivered once a month is provided each session, "and these have been generally well attended, among "others by University and Normal school students."

On the same Form, the inspector reports his estimate of the teacher's merits. In a few instances, this estimate was lower for the last year than for the year preceding. In not a few, a marked improvement had taken place,—occasioned, it might be, by the teacher having found a charge more suited to his talent than the one which he had left; or simply by the increase of his experience; by the continued encouragement of the public aid; or by worthy efforts to redeem the shortcomings that had been noticed at a former time. On the whole, there is apparent a general tendency to improvement, the effect, it may fairly be supposed, of the public aid, with its accompaniments, more than of any other cause.

Instruction.

In most schools, part of the instruction may be considered as intended for the cultivation of taste or imagination, though this is seldom very clearly intended or carried far. (1) It is given in connexion with the reading lesson in those portions of the class books which occur under the description of "poetry;" and commonly the sentiment is taught or conveyed in the style of the reading which is there inculcated; and by nothing else. For it is true, "la bonne lecture renferme un peu de poésie." But the success in that kind of reading called in the Form "reading with expression," as might be expected, is strikingly inferior to what is common in the same schools, in the ordinary prose lessons; and, indeed, can rarely be commended. It assuredly may, in such schools as St. Enoch's, the practising department of the Normal, and some others. Such lessons, from the nature of their subject, do not easily admit the application of the method called explanatory, and very seldom are

so treated. But an excellent example of that mode of treating them occurs in the parish school of Eastwood. "A "rural scene is described;* and so discreetly is each object "in the picture noted and commented on, that the impres- "sion first given by the whole is undisturbed." "Among "these objects," says the teacher, "there is a household "where each member of the family does his best for the "comfort of all the rest; here is the opportunity for a "lesson against selfishness. But such lessons, to be of "any value, must spring naturally from the passage in "hand, and must appear rather as spontaneously suggested "to the children themselves than as the teaching of the "master."

(2.) Vocal music becomes a more frequent subject of instruction in the schools, and drawing also is in progress, though with a slower and more reluctant step. The schools in which these branches are taught have been numbered as follows:—

Vocal music taught with notes in	94	Schools.
„ „ without notes	123	„
Drawing	96	„

All this kind of education must be considered as part of that which in its whole scope is termed moral, or at least as subsidiary thereto.

Of moral *training*, by means of a well-ordered application, to any of the ordinary lessons, nothing need be said at present. Of moral *instruction* in the schools of the district, it may only be remarked,—

1st. On the subject of Scripture history, it is very often supposed that enough has been done, when the pupil can tell the leading events in the passage that forms the subject of the lesson. But, if moral instruction be mainly the end of such lessons, they are essentially incomplete, until the moral which they contain has been pointed out and inculcated. Here, then, is a very frequent defect in the teaching of Scripture history, and a very frequent occasion for suggesting the proper complement of the lesson. Among the schools in which the method now recommended is well employed are Newmains, St. Enoch's, Martyrs', female schools at Elsridge Thornliebank, Lochwinnoch, Old Church Kirkcudbright.

2nd. The moral object is scarcely less essential in the study of Civil than of Sacred history; and on this notion some teachers have distinctly regulated the method of their civil history lessons. They do not think a course of this subject, extending over long periods, and comprising only

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Notes of inspection.

naked outlines, *faits décharnés*, even though confined to a single country, is at all suited to elementary schools; they prefer to treat this matter in detached portions, so as to present it with that detail of circumstances on which the moral effect must ever be dependent. In these instances, the history lesson is as profitable, as in other lessons of the same name it is the reverse.

In moral training as well as in mental, and in the resulting knowledge, which form the three great objects of elementary instruction,—the success in these schools is of course very various, but in none so very small as to have occasioned the forfeiture of expected aid.

Disadvantages of schools inspected but not aided.

Among the disadvantages incident to schools inspected but not aided, there are these—insufficient accommodation in the schoolrooms, want of adequate assistance where the attendance is large; in a few instances, the want of school-books, not so much in the school as at home for the purposes of preparation; the age or infirmity of the teachers.

Parish School Act.

The last-mentioned disadvantage occurred during the last year in one parish school, and in one only. It gave occasion to the heritors of the parish to request inspection under the 19th section of the Parish School Act. Resignation, however, ensued concurrently with the report of inspection; and it seems to be mainly by inducing resignation that the new provision of that clause of the Act effects its important purpose.

Mines' Regulation Act of 1860.

Another Act, that of 1860, "for the Regulation and Inspection of Mines," has had much influence upon the schools connected with the mining works of the district; it has increased the school attendance,—by requiring either that the boy employed in such works shall be 12 years of age; or that, if admitted to employment at 10, it must be on producing a schoolmaster's certificate to the effect that he is able to read and write, or else that he "attends "school for not less than three hours a day for two days "in each week." The employers are very generally unfavourable to this last arrangement; they prefer the boy at 12, or the boy at 10 who can then read and write. The Act thus appears to have the double effect, of deferring the time of employment at the works till 12, and of increasing the resort of children to the school so early, that at 10 years of age they may be able to read and write

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

NOTICE.

Her Majesty's Inspector, Mr. Middleton, having been absent from duty upon sick leave during the greater part of the year ending 31st August 1863, presents no General Report on the schools under his inspection.

Education Department, Council Office,
June 1864.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, E. WOODFORD, Esq., LL.D., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and on the other* SCHOOLS, *inspected in the* MIDLAND DIVISION *of* SCOTLAND, *and in the* WESTERN ISLES.

MY LORDS, Edinburgh, January 1864.

IN submitting my fourteenth annual report, I am glad to have to state that, notwithstanding the very large and yearly increasing number of schools in the district, the effort made to bring up all arrears of annual grant cases by the end of August, was successful, with the single exception of an isolated school in the Outer Hebrides, which, with the journey, would have required several days for itself. Work done.

The following summary will show the amount of work done by Mr. Black and myself:—

——	Dr. Woodford.	Mr. Black.	Total.
Number of schools - -	204	197	401
„ departments - -	331	291	622
„ children - - -	21,763	15,401	37,164
„ pupil-teachers -	253	181	434
„ candidates - -	132	90	222

PREMISES.

The improvements that have been effected in school-buildings under the auspices of your Lordships are not confined to those that have been built or extensively repaired with aid from the public funds. The amount expended on schools connected with the Church of Scotland in my district is 21,339*l*. A corresponding local contribution was required in each case as a condition of the grant. But this by no means fully represents the amount of improvement that has been effected. The schools built with Government aid have served as models for others; and in many instances the heritors of parishes have been constrained by the contrast, and occasionally by the necessity of qualifying for an annual grant, to pull down the low, ill-ventilated, and earthen-floored buildings which used to serve as parish schools, sooner than they would otherwise have done, and, without aid, to erect others on a more liberal scale and greatly improved plan. Improvements in school-buildings.

Among many others may be noticed in particular those erected by the late Duke of Hamilton, at Brodick, Lamlash,

and Whitingbay, in the island of Arran, as monuments of munificence and zeal in the cause of education.

The most general defect in these spontaneously erected school premises arises from the ordinary architects being so slow to perceive the vast superiority of having the desks arranged in parallel groups instead of being placed round the wall. Sometimes the area is insufficient for the numbers, and, though not so often now, there are occasionally no offices, nor any provision for them in the plan.

Teachers' residences.

The provision in the old Parish Schools Act of two rooms (including the kitchen) as a dwelling-house for the master was looked upon as preposterously insufficient, and generally disregarded in practice, long before it was superseded by the recent Act; but the consideration of your Lordships' regulations and the grounds on which they rest would have shown the more liberal provision of four rooms to be still inadequate. For if the master be a married man and have children of both sexes, then three sleeping apartments come to be necessary, and there should be a sitting room besides the kitchen, making *five* the minimum instead of "four." Your Lordships' requirement of *six* apartments allows one over the minimum, which would be of use in case of sickness, the presence of a friend, or as a study for the master.

Supply of books.

The supply of books is not generally so good as when they were to be obtained at reduced prices through the *book grants*. I have occasionally seen the tattered fragments in the hands of young children replaced for the inspection by new books, which were withdrawn as soon as the class had passed in review, the object being apparently, not merely the convenience at the time, but to prevent the deficiency from being noted. The operation of the Revised Code will assist in maintaining in some way a supply of complete books, as the children will have to be exercised from time to time in revision of all that is professed for them, to secure their passing on being individually examined.

Efficiency of Teachers.

Least in the Highlands.

The efficiency of teachers is generally least where, next to the large schools of populous towns, it would require to be greatest, viz., in the remote Highlands and islands, where among other disadvantages the children speak a language different from that in which they have to receive their education. The fixed salaries are usually the smallest, and the fees are little more than nominal. It was owing to the grant, as hitherto administered, that trained teachers could be maintained in them at all. But in many such

cases the grant cannot fail under the Revised Code to be greatly reduced by the want of numbers in the district, even though the evil of irregularity were so far corrected as to secure generally the requisite number of attendances.

Pupil-teachers.

Of the large body of Pupil-teachers, while I have to speak favourably as to conduct generally, and their activity in conducting a class in particular, I regret to say that they have made less decided progress in their studies than might have been expected.

Deficient in arithmetic.

At every large collective examination occasion has been taken to convince them and their teachers, who are generally present till I proceed to give out the papers, that much still remains to be done before their arithmetic, for instance, can be reported as satisfactory: that questions by no means difficult, considering the field prescribed and the time they have to be prepared in it, are often met by nonsensical answers, unless they can be seen to come under some particular rule, which can be mechanically applied, after the model example. Considering the earnestness of these appeals and the attention which seemed to be paid to my remarks and illustrations at the time, I had hoped for better things long ere now; but the table of the appearance in arithmetic, taken this year from a larger number than on any previous occasion, does certainly not indicate progressive improvement, the average below "fair" being pretty much the same since 1859, namely, upwards of 30 per cent.

	1859.	1860.	1861.	1862.	1863.
Total number examined -	143	245	196	332	385
Above fair - -	27·16	45·7	47·0	45·5	45·9
Fair - -	17·34	16·34	18·3	17·2	16·4
Below Fair - -	55·5	37·96	34·7	37·3	37·7

Admission examination.

It is due to them, however, to say that, comparatively, they have not made a bad appearance upon the whole at the late examination for admission to the normal schools. Of those who presented themselves for examination at Edinburgh, there were from this district 15 female and 27 male pupil-teachers. Of the females 12 were ranked in the first class, and three in the second; and of the males 16 were in the first class, and 10 in the second class, while one failed.

Attainments of the Children.

Grammar.

Judged by its practical results, the progress in grammar continues to present a most unsatisfactory return for the

time and the very irksome labour bestowed upon it by the methods generally in use. To have tangible and reliable data for the confirmation or correction of this long growing opinion, I have given, during the year, a good many exercises to be done in writing, generally in the best of those schools that had classes professing free or advanced parsing in detail, taking care to prevent copying, and, for facility in giving a table of the results, using the same exercise when there seemed no risk of previous knowledge of it. In this way 1,447 were examined in all, and of these 707, forming the highest classes of 69 schools, got the sentence "*Give us this day our daily bread,*" a very easy exercise, it will be admitted, if the essential connexion between the sense and the grammar be steadily kept in view, but presenting, as was intended, a sufficient number of pitfalls when that connexion, which alone gives any practical value to grammar, is neglected, and the general mechanical routine is followed by mere guess, or a supposed similarity to something formerly done.

Tested in writing.

Results.

In the following table "*correct and full*" means that all the ordinary details are correctly given; "*correct so far,*" that there are defects but no errors of commission; and "*wrong,*" that there is at least one important error of commission.

	Give	us	this	day	our	daily	bread.
Correct and full	203	129	312	90	245	362	264
Correct so far	141	327	254	182	298	84	200
Wrong	363	251	141	434	164	261	243

It thus appears that of the 707 exercises 504 are wrong or defective in *give,* 578 in *us,* 395 in *this,* 616 in *day,* 462 in *our,* 345 in *daily,* 443 in *bread.* The per-centage of each element may be seen in the following table: —

	Give	us	this	day	our	daily	bread.
Correct and full	28·7	18·3	44·2	12·8	34·6	51·2	37·3
Correct so far	20·0	46·3	35·9	25·8	42·1	11·9	28·3
Wrong	51·3	35·4	19·9	61·4	23·3	36·9	34·4

Further proof.

The number of exercises "correct and full" throughout was 36, or 5·1 per cent.

A further proof or illustration may be given from a paper on grammar, that was worked at the last Christmas

examination, and intrusted to me for revision. It was that of 490 female candidates for admission into the various normal schools in Scotland or England, most of whom had gone through the course of instruction given to pupil-teachers. Of these 376 chose the first exercise in parsing, viz., the sentence "This vast ocean of being has its tides controlled by a higher law, &c.," and 233, or nearly two-thirds of them, were wrong in the word "controlled," most of them making it *perf. ind. act.*, with "has" as an *auxiliary*. The rest, 114, chose the second exercise, viz., the sentence "Education has been defined to be the formation of character, &c.," and 66 of them, or more than one-half, made "formation" *the objective, governed by the verb to be.* There were other very remarkable errors, but it was only of these two that I kept a register.

Arithmetic.

From the remarks upon the arithmetic of the pupil-teachers, much will not be expected in the way of progressive improvement in the schools where they were taught, and where they assisted in teaching others. The classes continue, as often formerly remarked, to work very readily examples from their text-book, which they have gone over, and once or oftener revised; and in many cases others given off hand, provided they be of the ordinary kind, and correspond to some of the model examples which are worked under the rules; but they are at once staggered by a very simple question, that throws them upon their resources in the knowledge of principles, to determine what has to be done, and how to do it. Here, as in the case of grammar, I resolved to have a conclusive example to refer to. The following question was extensively given to classes professing reduction, including also those in practice and proportion, fractions and the higher rules; viz., "In 8,000 half-crowns how many pounds, how many shillings, and how many half-pence are there?" To prevent misconception, it was explained that three separate answers were required. In classes not beyond reduction, there was generally an entire failure. They are accustomed to go from farthings to pounds, and from pounds to farthings; and accordingly they multiplied by 20, by 12, and by 4, or divided by 4, by 12, and by 20. The more advanced classes had had practice in cases requiring only one or two of these steps, and occasionally other steps, but very rarely, if ever, of cases requiring both ascending and descending reduction. I had given up keeping a register except in the more advanced classes where there was generally at least a partial success; and I find that 22 in 117 professing proportion

A test.

and fractions were right; or, say, 20 per cent. In other words four-fifths of the advanced classes failed in the above exercise, to the astonishment generally of the teachers.

Social Condition of Children at the common School.

Social rank.

The Revised Code, and the instructions to Her Majesty's Inspectors thereon, define very minutely to what class of schools your Lordships' grants are meant to be available, and what proficiency the children are expected to attain in order that the grants may be secured. But your Lordships are aware that many of the schools under inspection in Scotland differ, in some important respects, from the type of an elementary school which these documents exhibit, viz., almost all the parochial schools, and many others which have been modelled in accordance with the time-honoured educational views of which the parochial schools are the prime embodiment. Scotland has never recognized the phraseology which describes the common elementary schools of the country, or any class of schools, as intended "for the children of the labouring poor," and for them *only*.

Mixed.

But the children of parents that have to earn their maintenance by manual labour, which I understand to be the meaning of the phrase, and which strictly excludes paupers and those for whom the ragged and reformatory schools have been provided, receive their education along with those of others who, though "labouring," would not in common language be described as "*poor*." The proportion of the latter diminishes as their condition improves, till we find the children of the farmer, who may no longer put his own hand to the plough, and occasionally of those who do not labour at all in the same sense, viz., the doctor, the minister, and the small proprietor. The children of paupers, however, were never excluded from the parish schools, though of late other provision has occasionally been made for them. On the contrary, the parish schoolmaster was bound to teach, without fee, whatever poor children the minister and heritors might recommend; and the reality of this in practice is illustrated by the fact that a large bequest was made some years ago, by one to whom the working of these schools was well known, whereby in some of the northern counties, an annual gratuity was provided for every master, who taught at least 20 poor children without fee.

How classified.

The children are classified, not according to their social condition, but their educational progress, an arrangement by which the class of children for whose benefit the parliamentary grant is intended cannot fail to be

gainers. I have found instances, not many of late, of the first steps in reading and spelling being left chiefly to monitors or assistants of any kind, while the master devoted himself to his advanced class or classes in their several subjects, but I cannot recollect a single instance of the poorer children being neglected, as a class, for those in better condition. On the contrary, there are many instances (and not a few known to me personally) of poor lads paying no fee, whose natural abilities attracted the master's special attention, and who have been put forward, sometimes with extra assistance, from class to class and from subject to subject, till they gained by comparative trial a bursary sufficient to carry them through a University course. It is through the instrumentality of such schools that the number of Scotsmen of the humbler ranks, who rise to positions of respectability or distinction at home and abroad, is proverbially so great. They are to be found in every department of the public service or private adventure, and in large proportion for the population of the country. The national church has drawn not a little of its vigour and talent from this source and in this way, having no prizes to hold out as inducements to the younger sons of the gentry.

Poor children not neglected.

Proof.

Mixed schools of this kind would be unsuitable for the children of the "labouring poor," if such were by law or custom confined to their caste, or if the proper education for such of them as are not fitted by nature to rise very readily above the position, in which they were born, were neglected for the sake of those who show a higher capacity. Such an evil would be checked, by the influence of public opinion moved by the complaints of parents, who have themselves been educated; and the sense of duty on the part of the master is stimulated by the annual examination of the presbytery, and of late years also, in an increasing number of cases, by the visits of the inspectors and the material consequences of their reports. This class of children will now be still more effectually provided for by the individual examination, which they must pass in the elementary essentials of education, in order to obtain the grant for them under the provisions of the Revised Code. In these remarks, I refer to the parish and similar schools as a class, and one of great general efficiency. There are individual exceptions of a very serious kind, which would require an easier application of the remedy provided by the nineteenth section of the Parochial and Burgh Schoolmasters' Act than your Lordships' in-

How prevented.

Act of 1861

structions to the inspectors, and their reports as restricted and sent to the managers, have yet seemed to provide.

Estimate of schools.

In the ordinary discharge of duty I consider my mission to be, while not neglecting individual points of decided merit, rather to call attention to such as are susceptible of improvement than to merge them in the estimate of approval upon the whole. Hence, an estimate of the schools which I have inspected, founded upon these individual criticisms, might fall below what I should consider their due, if I had to speak of their general efficiency as a class in comparison with schools of a different type.

Needlework.

The one point in which the parish schools have been found deficient is a provision for the training of girls to needlework. This is now in course of being supplied, and generally in the best way, viz., by the appointment of a certificated mistress, who also conducts the junior classes in their book lessons. But in many cases there does not appear to be any lady or committee of ladies to see that it is properly conducted, or to encourage it by an occasional visit; and in some instances the department may be supplied by the wife or sister of the master, more to prevent forfeiture of the grant than for any other effective purpose. In this last case I have found the number of girls, given as belonging to the department, to include all those that have had a needle in their hand during the year, and the table or the basket of finished work to contain many things not done by any of those present. For this reason, though I do not refuse to look at finished work presented by those who did it, I always propose to see them at work on the piece in hand. In many instances there is a great preponderance of knitting, for which reason some ladies who exercise a real superintendence have entirely excluded this kind of work, or restricted it to a very limited portion of the time. They say that all the girls learn to knit at home, and that they like it because it is easy, and it gives less trouble to the teacher to let them knit on, than to get them through the different stages of sewing, which, with few exceptions, they cannot now learn at home.

A recent want at school.

The National schools were established at a time when industrial training at school was scarcely, if at all, necessary. The people lived chiefly by pasturage and agriculture, there was little mining, and few manufactures, in the modern sense of the term. Every girl was taught *at home* not only to make and mend, but also to do her part in manufacturing the cloth from which the clothes of the family were made. The flax and the wool were spun at home, and given out to

the weaver. The linen was then home-bleached. A travelling tailor cut and generally sewed the boys' and men's clothes, and the women, young and old, did all the rest. Traces of this ancient custom remain to the present day in some remote districts, where the spinning-wheel is even yet, or very lately was, a necessary part of a respectable bride's outfit. The phrase "home-spun" is well understood, though it is now employed chiefly in a figurative meaning. But the extensive introduction of manufactures in which girls and young women were employed, and earned wages much beyond the saving that could be effected by home-work, gradually extinguished these old customs; and mothers became less able to instruct their daughters in the most ordinary needlework. The traditional forms and business of the school remained unchanged, and new schools continued to be established, till lately, after the old model. Careful parents, however, had their girls' education completed by sending them for a "quarter" or two to a sewing-school, which was usually conducted by a mere needlewoman, except that she could hear her pupils repeat their catechism or read a chapter in the Bible at stated times. And there is in some places so great a prejudice in favour of this plan as the best, that the parents object to needlework at the common school and in early years, as a waste of time which they wish to be otherwise employed. A large number of girls, however, were allowed to grow up without any instruction in this branch at all. Many of the ladies of Scotland combined in representing the evil as very great in its domestic consequences, and as one which called loudly for the remedy, which your Lordships have applied by making the practice of needlework a condition of any grant on behalf of a girl.

How.

Those remarks on parish schools, submitted on my own personal observation, are also in accordance with a memorandum made for me by my colleague, Mr. Black, whose practical knowledge and observation on the subject, especially in the north, are very extensive. The only class of schools exclusively for the children of the "labouring" men are those which have been recently established for the children of factory operatives and miners. Great care has been taken to secure for these children the benefit of the education thus provided for them, and to restrict by Act of Parliament the practice of sending them to the works at too early an age. It is much to be feared, however, that these enactments are still evaded. It is the immediate interest of selfish parents, and generally of the employers,

Mining and factory schools.

Alleged evasion of Acts.

to do so. The Act of 1860, prohibiting children from being sent down to the mines before 12, except under specified conditions, should by this time have made a sensible difference in the age of children attending school; but I cannot say that I have been struck with it, though to speak positively on the point it would be necessary to have a list of the children present, with their ages marked, and to inquire into cases of apparent doubt. The Inspector of Mines might in like manner make himself certain as to the ages of the children that he finds at work, but I have been assured on most respectable authority that he does not see all at work who really do work; and in my Report for 1861–2 (page 200) I have mentioned the difficulty of getting positive information of individual violations of the Act, and even the danger to parties who, for the sake of the children, would be disposed to give it. Lists such as I have mentioned, and of which the accuracy could be enforced would show a palpable *hiatus* if the alleged violations of the Act are frequent, and if the inspectors of schools, of whose visit notice is given, be careful to inquire after new or very recent entrants in the mining districts, and between 10 and 12 years of age.

I have the honour to be, &c.

ED. WOODFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS *inspected in the* NORTH *and* EAST *of* SCOTLAND, *and in the* ORKNEY *and* SHETLAND ISLANDS.

MY LORDS,

THE year to which my present report relates presents a course of steady and useful employment in the schools which I have visited, with little or no increase in the number of the schools, though with some addition to the number of the pupils in attendance. My colleague, Mr. Scougall, and myself have inspected 297 schools, including 333 different departments. In this enumeration the Model School in Edinburgh with eight certificated teachers ranks as one school and only one department, and the same remark applies to the Rev. Dr. Andrew Thomson's School, Edinburgh, with four certificated teachers and other assistants not certificated. I am not certain that in former reports I have always regarded them in the same light, for in these schools the infant department at least is as distinct as in other schools where it is regarded as separate. But it will be apparent from this statement that the number of schools is almost exactly the same as in last year. Number of schools inspected.

The number of pupils present on the days of inspection amounted to 31,846. Last year it was 31,099. Number of scholars in attendance,

The number of certificated teachers in these schools was 348. About 25 were without certificates. The greater number of these were in charge either of Ragged schools or of female schools in the neighbourhood of others taught by certificated masters. There are not more than three or four of the common schools which we visited, under non-certificated masters. Several of those which were formerly on my list of simple inspection cases are now in receipt of annual grants. There are others remaining on that list which I have not been able to overtake. and of certificated teachers.

The number of pupil-teachers, exclusive of candidates, was 477. The decrease shown by this number, as compared with the 541 of last year, so far as it is not merely apparent, may be ascribed to the prospective operation of the Revised Code, and is not to be regretted, for it is generally felt that the number previously in training was greater than the wants of our common schools demanded. The diminution may, however, be partly ascribed to the non-appearance of some whose apprenticeship was concluded some time before the days of inspection, and whose claims Pupil-teachers.

were settled without the necessity of their presence personally at the schools.

The conduct of these pupil-teachers appears to have been generally good, and their performance at the examinations on the whole satisfactory. In so large a number there can hardly fail to be some exceptions, and, during the year, one was refused payment on account of failure in his exercises, two in consequence of insubordination to their teacher, and other two for still graver faults.

But for the most part their conduct seems to have been suitable to the office which they held, and to the profession for which they were designed.

New schools. There have been few new schools to be visited. One which is entitled to special notice is entitled Brand's school at Milnathort, erected by a gentleman, who, though he has acquired wealth elsewhere, and resides in London, has shown his regard for the best interests of his native place by an erection both elegant and commodious.

Efficiency of the schools. The instruction in these schools is generally sound. In all of them the arts of reading, writing, and working accounts may be acquired if due attendance be given. The qualifications of the masters are sufficient. The appliances of apparatus, &c. are provided, and along with the elements of secular knowledge, information on revealed truth is imparted which lies at the root of the soundest morality and of all true religion.

Questions respecting the subjects of education. There are fair questions, however, in regard to the character of the prevalent system, apart from the qualifications of those who administer it and the efficiency with which it is worked. Is it not deficient in regard to branches of great importance to the classes which form the bulk of the pupils in our common schools, and does it not comprehend branches which can be of little use to them, and which occupy time which might be more profitably employed, especially where the time actually afforded by the parents is all too short for even the most essential departments of education? It is very desirable that such questions should be answered truly and without exaggeration.

Sewing, &c. Few will deny that needlework should form an essential part of a girl's education, and that every exertion should be made to have this branch thoroughly engrafted on the previously existing system. I do not think that any objection exists among the managers of schools to adopt this improvement, except the additional expense in those schools which are maintained with difficulty. There has been a steady progress, however, in this matter, and there are very few schools indeed where the introduction of a branch of

instruction so important, if not already effected, may not be expected to be accomplished. One difficulty, however, has been encountered, which could scarcely have been anticipated, and, as it affects not this subject only, but others even of a literary kind, it may deserve a special notice.

Whatever the defects may have been of our Parochial schools, and of other schools formed upon the model of the Parochial, they have been the means of establishing an idea of the essential parts of an elementary education in the minds even of the humblest classes of the native community, and, while a certain amount of instruction is desired by the parents of those classes for their children, there is often an indifference, if not hostility, to branches which they were unaccustomed to hear of. No doubt the existence of this feeling is partial and limited. There are many who are fully sensible of the defects of their own education, and who rejoice to see their children enjoying advantages which were not possessed by themselves, and receiving an education which had not been accessible to them. Still there are others who do not care that their children should receive instruction in subjects which they themselves were never taught, and of which they have never discovered the use. I have heard of murmurs occasioned by the time of the children being occupied with such subjects as grammar and geography, and the murmurs might have been excused had the reading or the writing and arithmetic been sacrificed. But there seemed to be no ground for such a notion. And in the same manner I have been assured, in more than one instance, that the effort to enforce instruction in sewing would have the effect,—in one instance I believe it had the effect,—of causing nearly all the girls to be removed from the school.

It is not to be supposed that this result was owing to any objection on the part of the mothers to the acquirement itself. But it would be found, I believe, that they had a theory of their own as to the mode of making it, and that, while they considered the literary branches as the proper work of the school in question, their design was that the girls should receive at another time instruction in needlework in a school where little else was taught, and where this instruction was considered as the special business of the mistress.

After all, these may be considered as exceptional cases. The managers of our schools generally acknowledge the desirableness of the objects which your Lordships have in view, and are prepared to do what they can to promote these objects, and this feeling on their part, backed by the

influence of the Committee of Council, will, I have no doubt, secure the desired result.

In regard to other subjects which it has sometimes been proposed to introduce into the course of common school instruction, and in particular to those connected with the peculiar duties of a domestic servant, I hope I may be allowed to express my own opinion, though it may be at variance with that of others who take an interest in the education of the poor. That opinion is, that such branches can only be acquired—as the professional training of a tradesman is acquired—in a sphere similar to that in which they are to be exercised. Still, I should have no objections to any rich person or persons establishing a school with all the apparatus of kitchen and laundry, and competent instructors to afford such training. But to attempt to enforce the establishment of such branches in our National common schools, which in many instances are maintained with difficulty on their present footing by the fees of the poor and the contributions of those who are little elevated above them, would be to extinguish many of the existing schools, with little prospect, after all, of attaining the object for which they were sacrificed.

Latin, &c. It is a different question how far the time of the pupils in our common schools is occupied with subjects which are not suited to their station, or calculated to be of use to them in after life. The reference here is chiefly to the instruction in Latin and Greek which is occasionally given to the senior scholars, and not unfrequently combined with the more regular training of pupil-teachers.

I cannot say that in the schools which come under my inspection any considerable portion of time or labour seems to be employed in this way. I had occasion, indeed, in one instance to call attention to the circumstance that the principal master gave a large proportion of his time to the teaching of French and of classics, leaving, however, the bulk of the school in the hands of able and well qualified assistants. But this is an instance which exemplifies the adage "*Exceptio firmat regulam in rebus non exceptis.*" It is the only case in which I have discovered the practice. I have frequently, indeed, been informed that the master had a few pupils studying Latin; but on inquiring into the extent of the study I have generally found it so elementary and superficial that of late I have declined examining it unless the teacher professed something more than usual. I could not at this moment mention any school where the ordinary branches were sacrificed to make way for such studies.

In considering whether this modicum of classical instruction should be tolerated in our schools, some allowance must be made for the habits and circumstances of Scotchmen.

In our old parochial schools, which were intended, though not exclusively, for the instruction of the poor, the proprietors, with the concurrence and probably with the influence of the clergy, were accustomed, though not obliged, to appoint a master who could impart at least the elements of classical literature. It was felt that, even though few should avail themselves of the advantage, it at least enabled a youth of talent to rise from the rank in which he was born, and it was not considered necessary to crush him down to the level from which he sprang. He might not rise much higher, but even in mercantile life his little learning was not an incumbrance, and occasionally he attained eminence in an educational sphere or in the medical profession, or more commonly still within the precincts of a church which, without aristocratic pretensions or claims to lofty scholarship, yet ministered not the less effectually to the moral and spiritual necessities of the country. One of the most respected and successful classical teachers in Edinburgh, with whom I was well acquainted, used to tell that the parochial schoolmaster under whom he began his classical studies carried him on to the personal pronoun in the Greek grammar, and then suddenly closed the book, saying that he had never gone farther himself. He had opened the door of knowledge, however, and the energy of his pupil enabled him to pursue the path before him till he not only became an accomplished scholar himself, but turned out some of the most distinguished pupils of the institution with which he was connected. Many such instances are fondly recorded in the history of Scottish literature, and for their sake I should regret if any obstacle were thrown in the way of their recurrence.

Notwithstanding this feeling, I readily acknowledge and maintain that it is by the successful imparting of knowledge and skill in the ordinary elementary branches that the efficiency of the school must be judged. I have never admitted, and have scarcely been tempted to admit, the learning of higher branches either in literature or science as an excuse for the slovenly or careless teaching of the elements. If the reading, writing, and arithmetic are not effectually taught, every other branch should be postponed till these are sufficiently improved. I cannot say, however, that the schools where something higher is attempted are less successful than others, even in regard to these.

Changes in the public

In justice to the supporters and managers of our schools it must be acknowledged that considerable changes seem

ing national education.

to have passed on the public mind in regard to national education. When the subject was discussed about 30 years ago, the great matter seemed to be to determine how wide a range of subjects could be introduced into the curriculum of the school, and one learned gentleman who was examined for seven days before a Committee of the House of Commons (James Simpson, Esq., author of the Philosophy of Education) insisted that the elements of chemistry, mechanical philosophy, and geology, with some knowledge of anatomy and physiology, mental philosophy, politics, and political economy should all be taught in the national schools. This programme has been much reduced in practice, unless in so far as lessons on such subjects occur in our best reading books. Still a glimpse into many of these subjects has been afforded, and music and drawing have been encouraged, and the aid afforded for such objects has been considered as granted for the national benefit rather than as charity to the poor. There seems at present to be a recoil in the opposite direction occasioned by the annually increasing amount of national expenditure on education. And certainly if the nation does no more than provide for the children of the poor the knowledge which will make them respectable in their own humble station, it does great good to them and to itself. But care will have to be taken lest the school be impoverished, and the position and consequently the character of the schoolmaster be gradually lowered.

The prospect of the introduction of the Revised Code has occasioned much natural, but, I trust, unnecessary anxiety, if not despondency, among our teachers. Without presuming to criticise the Code or discuss its merits, though its merits in some respects at least are generally acknowledged, I have endeavoured to soothe their fears by the consideration that they are now for the first time placed on a level with the schoolmasters of England, who have hitherto enjoyed exclusively the benefit of the capitation grants, and if therefore the English schools do not suffer greatly from the change, the Scottish schools should suffer still less; if the former do not suffer at all, we should be rather benefited here. I earnestly hope that the administration of the Code will tend, as your Lordships no doubt desire it should, to the more thorough and efficient instruction of the labouring poor.

I have the honour to be, &c.

JAS. CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on* SCHOOLS *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST OF SCOTLAND *and in the* WESTERN ISLES.

MY LORDS, January 1864.

I HAVE the honour to lay before your Lordships, in my sixth report, a general account of the state of elementary education in the schools inspected by me in the west of Scotland and in the Western Isles during the year ending on the 31st August, 1863. In that time I inspected and specially reported on 157 entire establishments, comprising 220 departments under separate teachers. Of this number there were,— Number of schools inspected, &c.

Mixed schools	138
Boys' „	1
Girls' „	16
Infants' „	2
	157

These may again be classed as,—

Large town-schools	59
Village schools	57
Rural „	41
	157

The number of schools on my list is 164, and of these 148 are in the receipt of annual grants; I have thus been able in the course of the year to overtake all (157) that were in circumstances to receive a visit. In these schools there were present on the days of inspection 17,597 children, and the number of miles travelled on official business was 5,369.

Within the school year I have held collective examinations of pupil-teachers, candidates for apprenticeship, and assistants, at the usual central places in my district, and revised and reported on the written exercises. For the particulars I beg to refer to the following table:— Collective examinations of pupil-teachers, &c.

COLLECTIVE EXAMINATIONS.

Places.	Pupil-teachers.		Candidates.		Assistant Teachers.
	Male.	Female.	Male.	Female.	
Ayr - - -	20	1	9	1	—
Campbeltown - -	4	1	—	1	—
Dumbarton - -	11	2	3	—	—
Dumfries - -	13	2	4	1	—
Glasgow - -	35	26	16	20	2
Greenock - -	14	7	4	5	—
Hamilton - -	21	3	13	2	—
Kilmarnock - -	18	3	3	3	—
Lochgilphead - -	5	—	—	—	—
Stranraer - -	9	—	4	—	—
Totals - -	150	45	56	33	2

To this number must be added 17 apprentices and two candidates examined in their own schools, so situated as to be beyond the reach of any of the centres of examination. On comparing the above numbers with those given in former reports, a considerable decrease will be remarked, especially in the number of candidates for apprenticeship. The reason of this is evident. All pupil-teachers, whose apprenticeship ended in the first half of the year, were discharged at Christmas on the certificate of the managers and master, while the provisions of the Revised Code, now extended to Scotland, naturally induced the managers of schools to hesitate before presenting new candidates, lest the liabilities thereby incurred might interfere with the interests of apprentices already in connexion with the school.

New schools. During the past year seven new schools have been added to my list, while two have been removed from the list of schools under inspection by the continued inability of the managers to meet the requirements of your Lordships' Minutes, and two have been discontinued, the one from the altered circumstances of the locality, the other from the erection of a public school in the immediate vicinity. New and very commodious premises have been erected at Grange and Killiemore, Ennick Lodge, Tobermory, and Oban; while old buildings have been enlarged or much improved at Glenluce and Stornoway.

Offices. Although of late years there has been much improvement in the offices, cases of neglect still occur. In most schools the master takes an evident pride in having everything

connected with the establishment in the best order at all times, but I have reason to suspect that in not a few cases things are hastily put in order on the eve of the inspector's visit, and then allowed gradually to lapse into their normal state of confusion and neglect. In support of my statement I might refer to many cases, but, for the present, I only mention two, which came under my notice during my recent visit to the West Highlands. In the one case, I could scarcely approach the offices, which were in a state of dilapidation, and kept very untidily, while in the other, the girls' side was used as a temporary cow-house, and the boys' was converted into a store-house for fodder, and carefully locked up.

Progress of education in western district.

As might be expected in a district so widely extended, and including the manufacturing and mining counties of Lanark, Renfrew, and Ayr, and the Gaelic-speaking Hebrides, schools vary so much in character, and their requirements are so different, that any common or comparative standard of efficiency is impossible, without doing manifest injustice to one class or other. A school, which would scarcely be tolerated in the more favoured districts of the mainland, would, I venture to say, be considered pretty fair in the Long island, where until lately education has been very little valued, and where the educational wants of the people are still limited to the merest elements of knowledge. But though the schools in the islands are thus comparatively so far behind those on the mainland, they are relatively not so inferior, and one occasionally meets with a school which may be fairly called *good*, in the ordinary sense of the term, as at Port Ellen, Bowmore, Kilmany, and Stornoway.

Keeping then this necessary distinction in view, I am glad to be able to report a very perceptible advance in the matter as well as methods of elementary education generally adopted in the schools of my district. The prime difficulties, however, of irregular attendance, fluctuation, and early withdrawal still continue to keep down the standard of attainment, and seriously to affect the efficiency of many schools. These hindrances exist to some extent in all our elementary schools, but are found in greatest excess in the mission schools of our larger towns, in fishing-village schools, and in purely rural schools.

Western isles.

In my report for 1859 I briefly referred to the state of education in this part of my district, and I regret to say that the strictures then made are, with few exceptions, still equally applicable. Here and there more suitable premises

have been erected, and a certificated master is occasionally met with in the outer Hebrides, but the general condition of the school buildings and the low state of education continue much the same as when I visited some of the localities 10 years ago. Much has undoubtedly been done by various societies and associations to raise the educational standard, but the field is too large and the wants too great to be adequately met by private effort alone. And if the people of these islands are not to be allowed to sink lower in the scale of educated intelligence, some means more adequate for the purpose must be adopted. It has not unfrequently been urged that special provision should be made by the Committee of Council to meet the case of the outer Hebrides, where educational destitution is the greatest, and ability to grapple with it the least. But the state of the school buildings, even where such exist, renders any general recognition by your Lordships' Committee impossible, while the public grants continue to be administered as at present. By the recent extension of the Revised Code to Scotland another obstacle has been removed,—the voluntary contributions necessary to entitle the managers to apply for a teacher's augmentation. This, from the great poverty of the people and other causes, has always been a matter of extreme difficulty, and even in cases where suitable premises had been erected, the authorities found it impossible to retain the services of a certificated master from their inability to meet the reasonable demands of your Lordships' Minutes. Without entering further into the subject I may be permitted to add, that it has always seemed to me hopeless to expect any thoroughly remedial measure, short of a comprehensive system of national education based upon sound religious principles.

Alterations in the Course of Instruction.

Alterations in the course of instruction.

Since my appointment in 1852, as one of Her Majesty's assistant inspectors, the course of instruction in elementary schools has undergone many important alterations. Latin is now rarely presented as a subject for examination, and Greek still more rarely, while the attention of the pupils is more strictly and systematically directed to the indispensable subjects of religious knowledge, reading, writing, arithmetic, geography, and grammar. This change is perhaps more apparent in the southern and western districts of Scotland than it is in the northern and eastern, where classics still occupy a prominent place in the curriculum of

the elementary school. When properly taught, and in due subordination to other and more necessary branches, Latin forms a suitable subject of instruction for the more advanced scholars. But, judging from the specimens occasionally presented to me, I frankly confess that I would much rather see it disappear entirely from the school, than have it taught as it has been for some time back in this district. From this statement, however, I must except the few schools where special provision has been made for the purpose, and where, as might be anticipated from the character and attainments of the masters, the knowledge of the pupils is as minute as it is accurate and extensive.

Industrial training of girls.

Down to a recent period needlework was unknown as a subject of instruction, while it now forms a necessary part in the programme of almost every aided school in my district. The arrangements are not always so complete as one could wish, but, considering the limited means at the disposal of many schools, and the great difficulty of finding a suitable mistress in country districts, the progress made is upon the whole satisfactory. In several localities, where the managers assured me that the prejudices were so strong as to render the introduction of sewing into the ordinary course of instruction a work of extreme difficulty, I was much pleased to find at a subsequent visit, that a mistress had been appointed, and a class for needlework opened.

This is encouraging, and leads me to expect soon to see a thoroughly equipped industrial department in connexion with all the aided schools in my district. Separate schools for boys and girls, although very desirable, are, I fear, all but impossible in Scotland. The parish schools have always been attended by both sexes, and as they are now amply endowed, and open to all religious denominations, it is vain to expect that private benevolence, unaided by public sympathy or support, can do more than erect a girls' school here and there to supply a felt local want, or gratify an enlightened liberality.

Fees.

The rule generally followed in Scotland is a separate fee for each subject of instruction, but so graduated as to bring the collective fee fairly within the reach of the labouring man. Practically this works so well, that I cannot recall a single instance in which a child was excluded from any class or subject of instruction from the inability or the unwillingness of the parent to pay the small additional fee. Although the fees are thus allocated to the various subjects of instruction, and any one may be omitted at the will of a parent, still this does not really interfere with the proper

organization of the school; as it rarely happens that a parent is so dead to the true interests of his child as to withdraw it capriciously from any of the usual branches taught in the school. There may be and no doubt are considerable differences of opinion as to the age when a child should begin writing and arithmetic, but a pretty extensive acquaintance with the state of elementary education both at home and abroad convinces me, that the average age is much the same in all good schools of the same class. It would thus appear, that the power of the parent to fix the time when his child should begin writing and arithmetic does not really interfere with the due teaching of these branches, and I venture to say that the results of the examinations under the Revised Code will show, that these subjects have generally received that amount of time and attention which their importance demands.

ATTAINMENTS OF CHILDREN.

Religious instruction.

In the schools of my district the Bible and the Shorter Catechism are in the hands of all the children who can read, and the Bible lesson very properly begins the work of the day. A certain portion is read by the children, and carefully explained by the master, who then endeavours, by a series of questions, to ascertain how far the sense of the passage has been apprehended, and the practical lessons appreciated. With the Shorter Catechism the method of procedure is much the same. A question is prescribed as a home-task to be committed to memory, and is repeated next morning in school with such analysis and explanation, on the part of the teacher, as may be necessary to bring more forcibly before the minds of young children the abstract statements of that admirable manual. In this way much valuable information is imparted, and the foundation laid of a sound scriptural education. As regards the religious training of the infant, or non-reading section of the school, it may be added that it consists of oral instruction, and deals mainly with the more interesting and simple narratives of the Old and New Testaments. Indeed some of these, such as the life of Joseph, find a very appropriate place in the reading books for junior classes, and are thus supplementary to the regular and systematic religious instruction.

Reading.

As regards this important subject, although I have little to add to the remarks which I have made on former occasions, I must not omit to say a few words respecting the newspaper test referred to in my Report for 1862. In the course of the year, I again tested the reading of the first

class in several schools by prescribing a paragraph in the paper of the morning, and I am pleased, on the whole, with the progress made in reading at sight, or without preparation. Much, however, still remains to be done, before the reading in our elementary schools can attain that easy natural style so characteristic of good reading, and which constitutes the great point of distinction between the reading of the cultivated man, and of the unlettered peasant. And I suppose that few will be disposed to deny that, in this point, lies the main difficulty to be surmounted in this important branch of elementary education.

Arithmetic.

Failures in arithmetic will, I fear, be more frequent at the examinations under the Revised Code than either in reading or in writing. And this, not from any remissness or neglect on the part of the masters, but rather from an over anxiety to explain the theory, and illustrate the practice of every rule on the black board so thoroughly, as to leave few or any difficulties to be surmounted by the individual energies of the pupils. I have repeatedly remarked this tendency even in some of the better schools of my district, and warned the teachers of the result that might fairly be expected to follow such a forcing system. I must, however, guard myself against being misunderstood in my strictures on the use of the black board, as the remarks refer merely to its abuse; for, when judiciously employed, it is one of the most valuable auxiliaries of the school room, and has smoothed the way to many a flagging spirit, and removed obstructions which would otherwise have barred the progress of even the more talented members of the class. Wherever arithmetic is really well taught, I find book-work occupying a considerable part of the time devoted to the subject, and the black-board only used as an auxiliary in the explanation of principles, and in the illustration of new rules and processes.

Any one at all acquainted with the difficulties which usually beset a young man on first entering the counting house, will agree with me in the views which I have expressed; and I have it on the authority of a very shrewd and intelligent merchant of Glasgow, that a youth from a school, where self reliance is especially cultivated, is always to be preferred in the counting house to one, who has been accustomed merely to work out what has been carefully explained and illustrated at each step of the process.

Geography.

This subject is now so generally taught, that I cannot name a school in my district in which a geography class is not presented on the day of inspection; while the instruc-

tion is no longer confined to a mere list of geographical terms and names of countries, &c., but embraces the leading physical features of the country, and the industrial occupation of its inhabitants. Much of this advance is, no doubt, owing to the improved text-books now in use, but much more to the intelligence and practical skill of the masters, many of whom have enjoyed the advantages of two years' training in a Normal College.

Grammar. I regret that I cannot speak so favourably of this subject. Too little attention continues to be paid to simple parsing, and too much to the analysis of sentences. Hence it not unfrequently happens that a boy can name the various clauses of a sentence, and point out the subject, predicate, &c., while he cannot parse accurately the single words, and explain the relations in which they stand to each other.

Composition. The returns made in Form IX. clearly show that composition has not hitherto obtained that place in the ordinary school course which its importance demands; and this is the more to be regretted, when one sees how well the senior pupils of a school, where even moderate attention has been given to the subject, write from memory the substance of any short narrative slowly read to them. Wherever I find composition entered in Form IX. as a subject of instruction, I make a point of prescribing a short exercise to the more advanced scholars. I either read to them a passage of simple prose with ordinary quickness, and ask them to give the substance of it on their slates, and as nearly as possible in their own words, or I tell them to write a short account of a holiday excursion in the form of a letter to a friend. This exercise interests the class, and the results may fairly be taken as an index of the way in which the general work of the school is conducted; for, if the writing be neat and legible, and the spelling and punctuation fair, it may be justly assumed that the instruction in the other branches has received an equal amount of care and attention. I could name several schools in which composition is well taught, but, as the number is much larger in which it is not taught, or taught so superficially as to be of little or no real value, my object is sufficiently attained by simply directing attention to the fact.

Certificated Teachers.

Certificated teachers. It is satisfactory evidence of the value attached to the possession of a teachers' certificate, that in only 13 of the schools inspected in my district during the past year were the teachers uncertificated, and of these four proposed to attend the Christ-

mas examination. The income of a certificated master from all sources now averages 97*l.* while the uncertificated master's income only averages 61*l.*; a difference so great as of itself, apart from all higher considerations, to induce teachers, even of considerable standing, to exert themselves and prepare to pass the required examination. I am glad also to be able to report a growing desire on the part of the supporters and managers of schools, hitherto unconnected with your Lordships' Committee, to enlarge and otherwise improve their school buildings, so as to enable them to secure the services of properly trained and certificated teachers.

PUPIL-TEACHERS.

Pupil-teachers.

It is my pleasing duty again to report favourably on the character and conduct of the apprentices in my district. The written exercises were, generally speaking, very fairly done, but in class-teaching there is still considerable room for improvement. In several schools a plan has been adopted, by which the apprentices are gradually and systematically instructed in all the details of school management. The master, so far as his other duties allow, superintends the teaching of his pupil-teachers. He occasionally takes the class into his own hands, and gives a lesson, thus showing how the thing should be done, and by contrast pointing out such errors and defects as may be most apparent in the methods adopted by his young assistants. In this way the individuality of the teacher is brought to bear directly on the mind of the apprentice, and the more salient points of character and method in his teaching are insensibly but surely reproduced. That this will be the case is evident from what we see going on around us in ordinary life. The child follows the example of its parent; the young boy in the playground finds much pleasure in imitating the actions, and following the amusements of his older companions; while they are in turn much influenced by the traditions of the school as to the order and regulation of games, &c. It is hardly necessary to add that there are many schools in which quite a different system prevails, and where the pupil-teacher is left very much to his own resources, with what result may be readily anticipated.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1863, *by Her Majesty's Inspector the* Rev. THOMAS WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS, 20th January 1864.

DURING the 12 months which have elapsed since I last had the honour of submitting a general report to your Lordships I have visited and reported upon 116 schools, containing in the aggregate 11,532 children of both sexes, in the several dioceses of the Scottish Episcopal Church, ranging over all the counties of Scotland, except seven.

In these schools I have found 116 teachers, 5 assistant teachers, and 201 apprenticed pupil-teachers.

These general results are exhibited in the following tabulated statement, which represents the condition of the several dioceses as to the number of schools, teachers, pupil-teachers, and scholars in each :—

Diocese.	Schools.	Teachers.	Pupil-Teachers.	Children.
Glasgow and Galloway -	32	32	55	3,649
Edinburgh - - -	20	20	47	2,262
St. Andrew's, &c. - -	11	11	20	1,023
Brechin - - - -	16	16	26	1,658
Aberdeen - - - -	22	22	32	1,807
Argyll - - - -	8	8	9	549
Moray and Ross - -	7	7	12	584
	116	116	201	11,532

Particular accounts of each of these schools have been communicated to the several managers. The general results of my inspection for the same period will appear in the statistical summaries printed in the same volume with this report

My report on the present occasion must necessarily be brief, and will present but little variety, if compared with those of some antecedent years, and for this reason, viz., very few changes have occurred in my district during the past year, either in the number of schools or in the manner of conducting them ; nor have I remarked any new features as to the progress of popular education in the district. The same schools which have been visited by me for many years past I have once more re-visited, and the greatest part of

See page 1.

of these I have found working with vigour, and producing generally very satisfactory results.

Two of these schools have been closed, one at Ardrishaig and the other at Brechin; and it is possible that during the ensuing 12 months some others may follow in their wake. These past as well as expected changes are more or less to be accounted for by the projected arrangements of the Revised Code, which after the 31st of March 1864 will come into full operation in Scotland. But there is no reason to suppose that the closing of any of these schools will be permanent, or that the slight perceptible tendency to decline in the number of candidates for pupil-teacherships will continue. On the contrary, I have reason to believe that this latter tendency will recover itself, and that the feeling of apprehension in many minds of the necessity of closing the smaller schools will be dissipated in proportion as their Lordships' new rules become more fully understood, and the many judicious arrangements of the Revised Code are set in full working order.

If, however, one or two schools should be permanently closed, some new schools have been opened, and very noble specimens of buildings have been completed during the past year, or are now in the course of completion. Of these I must mention especially the schools at Logie, Ellon, Girvan, and Maybole.

During the past year new schools have been opened at Maybole, Logie, and Banff; and in the neighbourhood of Aberdeen the Messrs. Pirie are constructing spacious school-rooms and teachers' residences. At Ballachulish preparations are making for the erection of commodious school buildings to meet the requirements of the large Episcopalian community living in that remote Highland district. In the valley of Glencoe also the establishment of an Episcopalian school is contemplated. In Ross-shire, under the auspices of the Bishop of Moray and Ross, a large educational Episcopalian establishment is shortly to be inaugurated; the school at Arpafeelie has been enlarged, and put under better management with every prospect of great success. At Forres commodious school buildings are to be erected shortly, and the school at Nairn to be restored. In Edinburgh, Glasgow, Aberdeen, and other large towns of the country, erections of new school buildings, improvements, external and internal, in the old ones, and other changes in the right direction, all showing a very general preparation for meeting the provisions and requirements of the Revised Code, with other indications that I have observed, lead me

to believe that the degree of unsettled feeling which prevailed last year is nothing more than a result incident to all changes, and that it is fast subsiding.

The above cases show that the exertions of the Scottish Episcopalians in promoting popular education are not in any degree falling off, but on the contrary, that the matter in their hands is meeting with more than its former success. During my official experience of nearly 12 years, I have not been able to speak with greater confidence than at present of the general progress. The schools lying, as they do, at great distances from each other in my extensive district, present necessarily a very great diversity in their character, and in the skill of their teachers, as well as in the attainments and abilities of the several assistants and pupil-teachers; but of the improvement that has taken place on the whole I entertain no doubt whatever.

Some slight modifications as to the periods of the year in which my visits to certain schools have hitherto been due, as well as an interchange between two or three portions of the smaller districts, might be advantageously made, both as to a saving of time and of expense; these it will be my duty, immediately after the 31st of March next, to submit to your Lordships' consideration, and to ask for your sanction of them.

On the subject of finance and management, I am not aware that there is anything to be communicated beyond what has been stated in former reports.

I have the honour to be, &c.

THOMAS WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 2.

NORMAL SCHOOLS.

(No. 1.)

STATEMENT of GRANTS awarded to NORMAL SCHOOLS (with Amount subscribed by Promoters, and Total Cost) of Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS

NORMAL SCHOOL.		BUILDING, ENLARGEMENT, OR IMPROVEMENT.				
		Amount Granted.	Dates of Payment.	Amount Subscribed.	Total Cost.	
		£ s. d.		£ s. d.	£ s. d.	
CHURCH OF ENGLAND, at	Cheltenham, *Male*	4,000 0 0	1850, 1855	12,467 9 6	17,397 9 6	
	" *Female*					
	Highbury (Metropolitan), *Male*	4,860 15 0	1850, 1854, 1857	14,919 6 5	19,780 1 5	
	Peterborough, *Male*					
	" *Female*					
	Battersea, *Male*	3,700 0 0	1842, '47, '52, '54	4,194 13 6	7,894 13 6	
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	8,192 15 5	1842, 1855, 1858	20,362 1 7	34,554 17 0	
	Whitelands, *Female*	4,779 0 0	1851, 1856	5,661 7 5	10,451 7 5	
	Carmarthen, *Male*	4,845 0 0	1848, 1849, 1851	9,135 15 11	14,000 15 11	
	Bishop's Stortford (Rochester), *Female*	3,224 0 0	1854	8,393 7 8	11,617 7 8	
	Brighton (Chichester), *Female*	3,305 0 0	1855	6,368 3 8	9,768 3 8	
	Bristol (Gloucester and Bristol, and Oxford), *Female* - - -	5,275 0 0	1854, 1857, 1859	10,728 19 5	16,005 19 5	
	Carnarvon, *Male* - - -	2,130 0 0	1858	3,357 19 10	5,487 19 10	
	Chester, *Male* - - -	3,702 6 8	1845, '48, '49, '55	7,270 1 10	11,028 8 6	
	Chichester, *Male* - - -	1,171 0 0	1857, 1854	3,760 1 10	4,931 1 10	
	" *Female*					
	Culham (Oxford), *Male* - - -	6,600 0 0	1853	13,233 4 0	19,833 4 0	
	Derby (Lichfield), *Female* - - -	2,000 0 0	1851	4,680 5 0	6,680 5 0	
	DIOCESAN, at Durham, *Male* - - -	2,930 15 0	1847, '54, '57, '58	4,622 10 11	6,933 5 11	
	" *Female*	2,645 0 0	1858	3,839 15 0	6,564 15 0	
	Exeter, *Male* - - -	2,000 0 0	1854	7,657 5 9	9,657 5 9	
	Lincoln, *Female* - - -					
	Norwich, *Female* - - -	1,304 19 0	1854, 1859, 1860	2,422 12 5	3,727 - -	
	Salisbury, *Female* - - -	2,500 0 0	1852	6,372 16 10	8,872 16 10	
	Saltley (Worcester), *Male* - - -	6,313 8 2	1852, 1858, 1859	10,044 15 3	16,358 3 7	
	Truro (Exeter), *Female* - - -	1,500 0 0	1858	1,500 0 0	3,000 0 0	
	Warrington (Chester), *Female* - - -	3,800 0 0	1854, 1858	2,340 19 0	6,130 19 0	
	Winchester, *Male* - - -	2,000 0 0	1852	7,754 1 11	9,754 1 11	
	York (York and Ripon), *Male* - - -	4,975 0 0	1846, 1859	7,766 15 5	12,681 15 5	
	Ripon *Female* - - -	2,475 0 0	1861	5,872 8 0	8,347 8 0	
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male* - - -		5,165 7 6	1842, 1858	16,556 15 3	21,640 2 9	
" " " at Stockwell, Surrey, *Female* - - -		5,100 0 0	1861	14,338 14 4	19,438 14 4	
" " " at Bangor, *Male* - - -		3,000 0 0	1863	9,550 0 0	11,550 0 0	
WESLEYAN, in Horseferry Road, Westminster, *Male* - - -		5,040 10 0	1852, 1856	33,101 9 3	38,130 19 3	
" *Female* - - -						
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female* - - -		6,000 0 0	1859	1,000 0 0	7,000 0 0	
ROMAN CATHOLIC, at Hammersmith, *Male* - - -		3,900 0 0	1852, 1856	9,630 0 8	13,530 0 8	
" St. Leonard's-on-Sea, *Female* - - -						
" Liverpool, Mount Pleasant, *Female* - - -						
CHURCH OF SCOTLAND, at Edinburgh, *Male* - - -		4,335 0 0	1846, 1856, 1857	4,799 4 7½	9,654 4 7½	
" Glasgow, *Male* - - -						
" *Female* - - -		7,592 8 0	1844, 1850, 1858	9,900 3 3	17,492 11 3	
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male* - - -		4,462 10 0	1849, 1857, 1859	7,309 11 0	11,772 1 0	
" Glasgow, *Male* - - -		3,000 0 0	1848	7,098 7 6	10,098 7 6	
" *Female* - - -						
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male* - - -						
NATIONAL SCHOOL SOCIETY - - -						
BRITISH AND FOREIGN SCHOOL SOCIETY - - -						
CHURCH OF SCOTLAND - - -						
Total - - -		135,967 5 9	- - -	360,839 4 21	499,850 0 111	

* Only such subscriptions appear here as have been raised to meet Government Grants. A much larger sum

† Grants for Scientific Apparatus. ‡ Grants on account of Scholars holding Exhibitions.

(No. 1.)

account of—(1.) Building, Enlargement, or Improvement (*see* Table No. 3, p. xxvi., Note*). (2.) Books, Maps, and Certificated Assistants; Lectures; and General Expenses; between Years 1839 and 1863, inclusive.

BOOKS, MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.		AMOUNTS GRANTED ON ACCOUNT OF						Total Amount Granted.
Amount Granted.	Amount Subscribed.*	Total Cost.	Students.	Queen's Scholars.	Certificated Assistants.	Lecturers.	General Expenses.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£	£ s. d.
170 17 10½	424 8 5½	595 6 3½	17,291 19 0	22,715 0 0	456 15 0	1,525 0 0	} - - -	64,410 14 6½
			7,984 0 0	9,379 11 6				
219 19 0½	486 5 7½	706 2 7½	10,742 0 0	16,705 10 0	435 13 4	825 0 0	- - -	53,802 17 4½
714 0 0	7 13 5	21 13 5						
1,000 0 0	51 2 5	61 2 5	2,116 0 0	4,093 5 0	83 15 0	175 0 0	- - -	6,468 0 0½
206 1 2½	413 8 10	619 10 0½	29,118 0 0	24,975 10 0	478 15 0	725 0 0	- - -	59,305 0 2½
1,000 0 0	54 6 10	154 6 10						
102 19 8½	205 19 7	308 19 3½	17,881 0 0	20,843 5 0	254 0 0	1,425 0 0	- - -	48,709 0 1½
1,000 0 0	31 14 0	153 14 0						
49 10 3	96 14 2	146 4 5	14,901 18 4	18,376 5 4	451 10 0	475 0 0	- - -	39,014 16 9½
14 10 9	28 17 5	43 8 2	4,432 0 0	5,342 5 0	125 10 8	475 0 0	- - -	16,100 19 1
8 5 6	81 13 4	135 0 0	1,750 0 0	- - -	- - -	- - -	- - -	15,887 15 4
29 15 11	53 11 11	89 7 10	4,796 0 0	7,240 4 1	391 13 4	- - -	- - -	13,487 15 4
7 19 0	25 7 0	32 19 0	2,854 13 4	4,350 13 4	208 0 0	- - -	- - -	9,537 16 8
61 4 8½	130 5 1	191 9 9½	4,908 13 4	8,353 19 0	208 0 0	- - -	- - -	18,779 8 6½
83 9 7	179 16 7	263 2 2	2,258 13 4	2,268 16 0	168 15 0	375 0 0	- - -	8,884 3 11
27 8 4½	99 12 8	127 1 0½	7,699 0 0	9,455 0 0	179 18 4	750 0 0	- - -	21,845 15 4½
36 12 9	92 2 3	128 15 0	4,900 0 0	7,740 0 0	- - -	- - -	- - -	7,640 3 11
83 9 6	108 19 1	230 8 7	6,891 0 0	10,560 10 0	309 15 0	375 0 0	- - -	24,143 6 2
125 11 8	11 18 11	33 7 7						
1,000 0 0	111 5 11	288 16 11	3,986 0 0	5,141 11 8	310 0 0	- - -	- - -	11,339 10 10½
65 5 0	198 6 8½	263 9 9	6,911 0 0	9,625 18 0	30 10 0	175 0 0	- - -	19,279 2 8½
219 15 0	29 15 0	249 10 0						
7 5 9½	14 11 7	21 17 4½	1,968 13 4	3,466 0 0	84 3 4	- - -	- - -	5,141 2 5½
23 13 4½	52 4 8	77 18 0½	5,026 0 0	8,854 5 0	- - -	- - -	- - -	13,705 18 4½
- - -	- - -	- - -	1,406 13 4	1,214 0 0	25 0 0	- - -	- - -	1,639 13 4
4 8 5½	8 4 11	12 7 4½	3,082 0 0	4,956 10 0	245 3 4	- - -	- - -	9,292 5 0½
52 18 10½	126 1 5	179 7 11½	6,147 6 8	8,966 5 4	276 0 0	475 0 0	- - -	17,478 8 4½
173 4 7½	347 19 2	521 3 9½	7,361 19 0	12,228 10 0	323 14 2	550 0 0	- - -	30,930 13 11½
6 0 11½	12 1 10	18 2 9½	1,069 6 8	1,923 15 0	143 0 0	- - -	- - -	4,642 2 7½
2 6 7	4 13 2	7 19 9	1,254 13 4	1,950 0 0	273 0 0	- - -	- - -	3,515 6 8
45 8 3½	90 16 6	136 4 9½	3,674 0 0	3,891 10 0	- - -	175 0 0	- - -	10,183 18 3½
121 19 7½	247 1 8	370 12 7½	10,486 16 0	14,429 0 0	460 10 0	1,193 15 0	- - -	31,027 4 11
			1,000 0 0	78 5 4	- - -	- - -	- - -	9,781 15 0
6 6 8	13 13 5	19 0 1	10,950 16 8	15,887 3 4	324 5 0	850 0 0	- - -	42,686 0 11
1,100 0 0	49 1 5	162 1 5	3,988 3 4	5,540 0 0	80 0 0	- - -	- - -	
13 16 6	27 13 1	41 9 7	1,559 0 0	2,579 5 0	- - -	- - -	- - -	10,792 1 8
120 17 1	239 2 8	1,029 19 9	9,711 0 0	14,304 5 0	273 0 0	1,450 0 0	- - -	4,132 1 6
1,000 0 0	50 0 0	199 0 0	3,625 0 0	4,665 0 0	- - -	- - -	- - -	40,562 0 3
11 0 0	29 18 3	40 18 3						
1,000 0 0	16 16 0	116 16 0	15,180 0 0	18,624 18 4	548 5 0	175 0 0	- - -	8,290 0 0
7 18 0	15 2 6	23 0 6						40,549 3 4
1 1 8	2 3 4	3 5 0	3,478 0 0	5,304 0 0	209 15 0	- - -	- - -	13,581 16 8
16 0 0	39 10 5	55 10 5	1,004 13 4	3,027 15 0	277 0 0	- - -	- - -	8,875 8 4
49 6 6	107 13 1	156 19 1½	8,109 6 8	7,114 8 4	166 8 4	- - -	- - -	11,986 8 4½
713 4 0	6 12 1	19 16 1						
16 18 7½	33 17 4	50 15 11½	10,133 0 0	15,930 15 0	- - -	950 0 0	- - -	45,240 14 1½
792 18 10	58 3 9	181 1 7	6,532 6 8	8,419 0 0	- - -	- - -	- - -	
9 19 5	19 19 3	9 18 10	6,885 10 0	11,078 7 6	138 2 6	375 0 0	- - -	37,646 12 9
9180 0 0	186 9 8	295 19 5	6,541 13 4	8,541 13 4	- - -	- - -	- - -	
154 17 3½	309 0 4	533 17 7½	13,745 6 8	19,786 5 0	212 10 0	1,250 0 0	- - -	57,586 11 9½
740 0 0	15 5 11	1,743 5 11	2,543 6 8	4,026 0 0	- - -	- - -	- - -	
28 5 10½	186 11 10	164 17 8½	9,961 0 0	13,059 5 0	28 19 2	1,075 0 0	- - -	38,213 15 4½
780 16 0	43 8 1	130 4 1	6,187 17 8	4,756 11 8	- - -	- - -	- - -	
6 17 15	13 14 4	20 11 5½	1,833 4 0	1,968 0 0	75 0 0	- - -	20,000	3,373 1 1½
							15,000	35,000 0 0
							15,000	15,000 0 0
							11,750	11,750 0 0
3,339 12 6½	5,820 14 6½	9,102 7 0½	315,568 6 1	431,288 5 5	8,072 10 10	15,716 15 4	96,750	907,582 15 11½

has been expended upon items under this head to which the Government Grants have not extended.

‡ Under arrangements antecedent to 1846, and not extended to other classes of schools.

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).
CHURCH OF ENGLAND.	Cheltenham, *Male*	11	3
	" *Female*		
	Highbury (Metropolitan), *Male*	7	1
	Peterborough, *Male*	4	—
	NATIONAL SOCIETY'S, at Battersea, *Male*	8	1
	Chelsea, St. Mark's, *Male*	12	3
	Whitelands, *Female*	8	3
	Carmarthen, *Male*	5	1
	Bishop's Stortford (Rochester), *Female*	6	2
	Brighton (Chichester), *Female*	5	3
	Bristol (Gloucester and Bristol and Oxford), *Female*	8	2
	Carnarvon, *Male*	2	—
	Chester, *Male*	8	1
	Chichester, *Male*	5	1
	Culham (Oxford), *Male*	5	1
	Derby (Lichfield), *Female*	6	2
	DIOCESAN, at Durham, *Male*	5	—
	" *Female*	6	2
	Exeter, *Male*	5	1
	Lincoln, *Female*	4	1
	Norwich, *Female*	7	2
	Salisbury, *Female*	6	1
	Saltley (Worcester), *Male*	6	1
	Truro (Exeter), *Female*	7	2
	Warrington (Chester), *Female*	9	2
	Winchester, *Male*	4	1
	York (York and Ripon), *Male*	5	—
	" " *Female*	6	1
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	6	1
	" " at Stockwell, Surrey, *Female*	5	2
	" " at Bangor, *Male*	5	—
	WESLEYAN, in Horsferry Road, Westminster, *Male*	13	3
	" " " *Female*		
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	18	1
	ROMAN CATHOLIC, at Hammersmith, *Male*	7	1
	St. Leonard's-on-Sea, *Female*	6	1
	Liverpool, Mount Pleasant, *Female*	10	1
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	6	2
	" *Female*		
	Glasgow, *Male*	9	4
	" *Female*		
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	10	9
	" *Female*		
	Glasgow, *Male*	9	4
	" *Female*		
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Minto House), *Male*	3	1
	Total	280	68

* In cases where the teachers of the Practising School are also teachers of

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number of Students resident in December 1863. Queen's Scholars.	Others.	Total.	Number who quitted the College at end of 1863.	Number of new Admissions in 1864.	Number of Students resident in March 1864.
96	1	97	44	35	88
58	1	59	33	33	59
81	1	82	43	30	69
42	1	43	21	22	44
75	—	75	36	41	80
104	—	104	53	53	104
106	—	106	56	54	110
41	1	42	7	13	59
54	—	54	30	33	57
46	2	48	28	20	46
75	1	76	37	40	79
26	6	32	13	18	37
41	—	41	22	12	31
28	—	28	9	5	24
71	5	76	38	11	49
42	2	44	23	21	42
47	—	47	27	19	39
46	—	46	16	16	46
40	—	40	27	24	46
38	2	40	22	22	40
40	9	49	24	20	45
66	1	67	36	35	66
72	4	76	41	41	76
25	8	33	20	17	30
99	—	99	51	52	100
37	3	40	14	8	34
63	1	64	37	26	53
56	6	62	31	29	60
98	—	98	51	49	96
99	—	99	51	52	100
31	9	40	25	15	30
69	1	70	36	37	71
56	2	58	32	33	59
135	—	135	70	75	140
59	4	63	38	10	35
32	1	33	33	Sch. closed.	—
69	—	69	34	33	68
77	7	84	45	28	67
87	24	111	76	21	56
81	9	90	66	28	52
54	30	84	49	19	54
99	6	105	60	33	78
78	14	92	53	32	71
87	9	96	52	29	73
53	33	86	48	29	67
15	2	17	3	4	18
2,903	206	3,109	1,655	1,285	2,739

method in the Normal School they are included in the staff of the latter.

(No. 3.)

TABLE showing the INCOME and EXPENDITURE of NORMAL SCHOOLS in the Year ending 31st December 1863.

	NORMAL SCHOOL.	INCOME (Amounts actually received during the Year).																		EXPENDITURE.																			
		1. Grants from the Committee of Council on Education.			2. Proceeds of Land or Capital Sums.						3. Subscriptions and Donations.						4. Fees of Students.				5. Exhibitions.				6. Collections in Churches and Chapels.			7. Received from Students for Books sold to them.			8. Received from other Sources.			9. Total.			1. Building, Fitting, Rent, Rates, Taxes, Insurance, Repairs, Furniture, Fuel, Gas, Water, Apparatus, Books, Stationery, Printing, Advertising, Postage, Travelling Expenses, Washing, Sundries.			2. Salaries of Principal, Vice-Principal, Masters, Mistresses, Assistants, Pupil-Teachers, Monitors, Servants, Matron, Porter, Laundress, Gardener, Medical Attendance, Sundries.			3. Maintenance of Students.			4. Payments to Students on Leaving.			Total.		
					a. Inalienable from the College by Law.			b. Alienable from the College at Discretion.			a. From Individuals.			b. From Dissenters Boards of Education and other Charitable Bodies.			a. Paid by themselves or their Relatives.			b. Paid by Private Patrons.			a. Permanently established.			b. This Year, but not sure to be renewed.																									
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	1,481	16	-	-	-	-	9	16	6	120	13	4	-	-	-	17	5	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	17	0	4,657	19	7											
	" *Female*	1,803	3	4	-	-	-	-	-	-	6	11	0	70	8	10	17	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	11	4	23	14	2	1,906	8	8											
	Highbury (Metropolitan)	3,895	0	0	70	0	0	-	-	-	647	18	6	-	-	-	20	15	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	55	0	5	72	10	1	4,761	4	0											
	Peterborough	1,883	5	0	-	-	-	-	-	-	271	2	0	-	-	-	37	13	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,192	0	0											
	NATIONAL SOCIETY'S, at Battersea	4,059	15	0	-	-	-	-	-	-	238	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	16	2	78	19	7	4,187	13	3											
	Chelsea, St. Mark's	4,940	15	0	-	-	-	24	2	11	171	11	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67	6	2	72	11	2	5,276	6	9											
	Whitelands	3,891	15	0	-	-	-	169	0	3	114	1	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61	19	6	*180	19	9	4,720	0	0											
	Carmarthen	1,289	0	0	-	-	-	-	-	-	101	6	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	56	7	7	2,101	17	7											
	Bishop'sStortford(Rochester)	1,755	15	0	-	-	-	19	6	8	463	9	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	16	8	2,242	8	7											
	Brighton (Chichester)	1,451	18	4	-	-	-	-	-	-	122	8	0	-	-	-	10	0	0	5	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	6	0	1,614	6	4											
	Bristol (Bristol, Gloucester, and Oxford)	2,305	5	0	28	15	10	-	-	-	205	15	0	-	-	-	9	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38	11	9	2,845	6	10											
	Carnarvon	1,999	10	0	-	-	-	-	-	-	129	17	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	0	0	29	5	11	2	4	2	1,782	16	1											
	Chester	1,847	5	0	-	-	-	19	8	3	-	-	-	-	-	-	-	-	-	25	0	0	12	10	0	-	-	-	-	-	-	-	-	-	-	-	43	4	6	519	3	10	2,885	14	1											
	Chichester	1,809	10	0	-	-	-	-	-	-	301	4	0	-	-	-	42	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	0	0	1,339	14	6											
	Culham (Oxford)	2,732	15	0	-	-	-	-	-	-	-	-	-	-	-	-	74	*2	0	12	13	6	-	-	-	-	-	-	-	-	-	-	-	-	-	51	17	6	-	-	-	639	8	8	3,550	16	2											
	Derby (Lichfield)	1,326	10	0	-	-	-	-	-	-	332	10	4	-	-	-	33	19	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	0	0	-	-	-	1,747	14	9											
DIOCESAN, at	Durham, *Male*	2,269	18	6	-	-	-	68	15	3	318	9	0	-	-	-	5	15	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	7	6	56	3	1	2,702	7	10											
	" *Female*	1,491	16	8	-	-	-	-	-	-	174	13	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34	10	0	5	14	0	1,721	14	6											
	Exeter	1,329	0	0	-	-	-	-	-	-	89	15	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	28	12	6	-	-	-	11	17	5	2,068	5	9											
	Lincoln	1,218	13	4	9	10	0	-	-	-	11	19	0	-	-	-	59	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	37	19	2	-	-	-	7	5	8	1,465	7	0											
	Norwich	1,367	15	0	-	-	-	1	7	6	229	0	6	-	-	-	141	0	0	40	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	0	0	1,800	7	0											
	Salisbury	2,259	16	8	-	-	-	-	-	-	-	-	-	-	-	-	15	6	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	4	3	22	8	6	2,306	5	4											
	Saltley (Worcester)	3,152	5	0	-	-	-	-	-	-	434	7	8	-	-	-	83	8	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	18	7	*207	6	0	4,011	0	7											
	Truro (Exeter)	797	6	8	-	-	-	-	-	-	61	8	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	2	3	14	0	1,074	6	4											
	Warrington (Chester)	3,253	18	4	10	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	0	0	-	-	-	-	-	-	-	-	-	-	-	45	16	6	3,307	14	10											
	Winchester	1,994	5	0	-	-	-	-	-	-	204	15	0	-	-	-	67	5	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	0	1,667	0	6											
	York (York and Ripon), *Male*	3,154	18	4	-	-	-	-	-	-	-	-	-	-	-	-	32	19	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	12	6	60	5	0	3,457	13	2											
	Ripon *Female*	1,289	10	0	-	-	-	-	-	-	179	7	4	-	-	-	39	0	0	20	2	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	4	6	1,552	16	0											
BRITISH AND FOREIGN SCHOOLSOCIETY'S	in Borough Road, Southwark	3,252	5	0	-	-	-	-	-	-	158	0	0	-	-	-	30	19	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,252	12	6											
	at Stockwell, Surrey	2,972	5	0	-	-	-	-	-	-	156	0	0	-	-	-	45	15	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,073	0	0											
	at Bangor	1,987	0	0	-	-	-	-	-	-	41	4	0	-	-	-	51	0	0	45	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,261	7	7											
WESLEYAN, in Horseferry Road, Westminster		4,978	10	0	-	-	-	-	-	-	-	-	-	-	-	-	91	17	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	5	8	1,819	4	8	6,905	8	3											
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road		4,603	0	0	-	-	-	-	-	-	931	16	6	-	-	-	181	19	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	182	5	10	70	16	6	7,143	6	6											
ROMAN CATHOLIC, at	Hammersmith	2,326	5	0	-	-	-	-	-	-	-	-	-	-	-	-	5	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	19	6	170	10	7	3,517	15	7											
	St. Leonard's-on-Sea	902	10	0	-	-	-	-	-	-	-	-	-	-	-	-	5	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49	9	0	3,517	15	7	3,511	5	0											
	Liverpool (Mount Pleasant)	2,286	11	8	-	-	-	-	-	-	259	0	0	-	-	-	29	1	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	955	5	0											
																	3	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	207	0	0	3,243	11	8											
CHURCH OF SCOTLAND, at	Edinburgh	7,183	0	0																		

(No. 3.)

Table showing the Income and Expenditure of Normal

NORMAL SCHOOL.	*Grants from Committee of Council on Education directly paid to		I. Salaries of Teachers and Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and Miscellaneous Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not employed in Instruction or Discipline.	EXPENDITURE (Amounts
		Lecturers.	Certificated Assistants (Assistant Masters, Mistresses, Grants).						
Cheltenham, *Male*		£ 200	£ s. d. 53 6 0	£ s. d. 1,075 0 0	£ s. d. 33 9 11	£ s. d. 29 0 5	£ s. d. 1,091 17 0	£ s. d. 151 16 3	£ s. d. 115 15 0
" *Female*			53 6 0	1,075 0 0	33 9 11	29 0 5	1,091 17 0	151 16 3	115 15 0
Highbury (Metropolitan)		200	21 0 0	1,215 10 0	134 5 8	26 19 0	1,379 12 3	224 7 0	139 18 0
Peterborough		100	0 0	20 0 0	302 10 0	19 19 11	46 5 11	312 14 3	120 15 3
NATIONAL SOCIETY'S, at	Battersea	100	0 0	20 0 0	320 0 0	24 15 7	241 15 7	326 5 3	178 7 9
	Chelsea, St. Mark's	200	0 0	20 0 0	155 1 0	46 7 11	5,057 14 11	256 4 2	163 14 2
	Whitelands	100	0 0	20 0 0	1,263 2 0	134 6 7	under No.3	995 10 4	89 17 3
	Carmarthen			20 0 0	662 15 0	86 13 7	45 6 1	316 2 0	59 13 9
	Hoxton's Stretford (Essex)			20 0 0	297 10 0	14 3 10	39 0 0	317 14 0	68 0 0
	Brighton (Chichester)			20 0 0	247 10 0	17 19 0	10 7 4	264 10 7	66 0 0
	Bristol (Bristol, Gloucester, and Oxford)			0 0 0					
	Carnarvon		100	0 0 0	555 10 0	63 8 9	37 10 6	554 10. 0	47 0 6
	Chester		100	0 0 0	819 0 0	69 6 6	under No.3	658 2 10	79 8 9
	Chichester				441 7 0	16 2 1	under No.3	348 14 7	46 10 10
	Culham (Oxford)			0 0 0	1,218 2 0	69 15 1	17 14 1	1,413 17 7	
	Derby (Lichfield)			0 0 0	733 10 0	67 7 1	3 4 6	585 3 1	44 2 2
	Durham, *Male*			0 0 0	691 5 0	77 0 7	13 13 8	654 15 5	136 1 3
DIOCESAN, at	" *Female*			0 0 0	382 10 0	46 17 10	37 16 10	377 2 10	51 3 1
	Exeter			0 0 0	1,000 0 0	82 3 11	62 3 11	1,000 0 0	81 14 1
	Lincoln			0 0 0	300 0 0	9 15 0	12 14 4	437 18 5	
	Norwich			0 0 0	491 12 0	24 19 6	9 18 6	478 17 2	104 2 0
	Salisbury		100	0 0 0	1,000 0 0	40 19 10	under No.3	782 2 4	97 15 0
	Saltley (Worcester)		100	0 0 0	1,000 16 6	168 3 11	under No.3	1,332 14 0	168 12 9
	Truro (Exeter)			0 0 0	213 18 0	29 0 9	2 11 7	436 6 6	7 3 8
	Warrington (Chester)			0 0 0	450 0 0	40 15 0	32 14 0	1,000 10 11	53 14 5
	Winchester				328 6 8	8 4 11	21 5 9	704 17 1	90 11 2
	York (York and Ripon)				909 13 0	67 15 6	21 3 0	1,204 17 7	under No.8
	Male		365 13 4						under No.8
	Ripon " *Female*			0 0 0	430 0 4	34 8 2	25 3 11	600 7 4	under No.8
BRITISH AND FOREIGN SCHOOL SOCIETY'S	(in Borough Road, Southwark	200	0 0	25 0 0	999 15 0	200 6 0	under No.3	1,436 17 7	103 16 1
	at Stockwell, Surrey			0 0 0	685 0 0	104 10 1	under No.3	1,021 5 3	19 9 1
	at Bangor				262 10 0	60 2 1	28 8 9	444 7 7	43 8 8
WESLEYAN, at Horseferry Road, Westminster		200	0 0	20 0 0	1,084 0 0	293 15 6	under No.3	1,225 0 11	under No.6
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road		100	0 0	42 0 0	1,402 0 4	265 10 5	197 16 6	1,479 19 4	432 7 8
ROMAN CATHOLIC, at	Hammersmith			15 0 0	262 14 6	27 9 9	under No.3	1,705 11 2	
	Mount's Hermitage			25 0 0	254 16 4	45 0 0	under No.3	1,705 11 2	32 14 0
	Liverpool (Mount Pleasant)			25 0 0	215 0 0	61 0 2	under No.3	1,001 8 1	65 7 8
CHURCH OF SCOTLAND, at	Edinburgh		200	0 0 0					
	Glasgow		100	0 0 0					
FREE CHURCH IN EDINBURGH, at	Edinburgh		70	0 0 0					
	Glasgow		100	0 0 0					
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Moray House)					227 10 0	19 15 3	37 11 1	274 6 6	36 19 9
Total			2,860 13 4	1,176 15 0	20,597 8 2	2,202 18 2	969 1 7	24,200 11 0	3,262 7 2

* The entries under these columns are *included* in the entries under column No. 1, in the Table of Income. The rest of the Grants of the Committee of Council on Education are paid under consideration with reference to the change in the system of Grants.

† The amounts of the Scotch Presbyterian Colleges are paid under consideration with reference to the change in the system of Grants.

(No. 3.)

Schools, in the Year ending 31st December 1863—*continued.*

actually disbursed during the Year).

7. Fuel and Lights.	8. Medical Attendance.	9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Certified Expenditure. (Art. 102 (a).)	Amounts excluded from calculation under Article 102 (a). *14. Personal Payments to Queen's Scholars.	15. Payments for Building, &c.	16. Net Cost of Pupil-teaching School.	17. Other Payments.	18. GRAND TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
146 4 0	20 0 0	87 0 0	18 14 6	13 2 7	3,816 1 5	323 0 0	–	117 6 10	30 12 0	4,422 6
146 4 0	20 0 0	87 0 0	18 14 6	13 2 7	3,816 1 5	323 0 0	–	117 6 10	30 12 0	4,422 6
188 14 0	29 12 5	268 4 5	82 14 11	6 8 1	4,104 15 9	238 0 0	–	–	44 18 0	4,807 13
99 7 7	17 16 6	139 19 1	266 2 6	–	27 14 2	3,600 18 11	–27 0 0	–	19 1 6	3,593
199 9 6	20 0 0	297 3 10	482 0 0	74 1 10	–	4,227 18 10	323 0 0	–	19 1 6	4,551
416 16 9	74 9 7	293 14 6	939 11 10	59 1 1	121 1 2	5,918 18 2	440 0 0	–	–	6,358
200 5 1	79 11 5	345 2 6	446 19 7	–	62 9 4	3,721 8 8	200 0 0	–	24 15 0	4,052
199 9 6	20 16 6	191 12 9	46 16 4	–	377 0 2	3,241 19 8	24 0 0	–	24 15 0	3,292
132 15 1	25 18 7	216 3 10	41 13 10	55 8 9	77 11 10	1,845 16 4	171 10 0	–	104 9 2	26 0 0	2,147 15
81 7 11	29 2 5	119 7 0	55 1 0	9 2 7	56 15 8	1,437 15 8	49 10 –	–	–	17 8 0	1,504 13
55 4 11	21 0 0	160 6 7	62 2 2	13 13 6	43 14 3	2,041 0 7	176 0 0	–	124 15 3	12 15 0	2,344 10
87 16 5	20 0 0	57 13 9	56 14 7	–	158 5 1	1,686 2 7	40 0 0	–	55 0 0	4 4 2	1,785 6
58 14 0	19 13 10	156 7 9	60 10 10	9 10 10	–	2,113 8 9	112 0 0	225 9 10	–	32 4 6	2,483 14
100 0 0	20 0 0	120 0 0	39 4 11	1 19 6	–	1,199 9 7	24 0 0	–	–	12 0 0	1,234 9
under No.4	10 10 0	321 1 11	53 16 4	30 14 10	54 11 4	2,449 1 2	120 0 0	–	–	8 15 0	2,586 16
39 13 9	21 18 9	98 1 4	56 15 3	–	41 13 0	1,449 2 4	160 0 0	200 0 0	–	–	1,849 2
76 6 10	20 0 0	200 4 1	24 12 7	27 11 4	4 6 7	2,041 17 2	102 0 0	–	–	32 10 6	2,251 7
74 7 10	27 10 6	67 16 2	28 14 3	18 13 2	12 10 11	1,240 11 4	120 0 0	–	102 15 4	7 16 0	1,470 12
82 0 4	5 5 11	87 7 1	130 17 4	25 9 1	69 14 10	1,286 0 9	114 0 0	–	–	–	1,400 0
63 9 9	25 12 0	80 14 7	30 11 0	2 14 11	13 10 3	1,341 17 7	90 0 0	100 0 0	38 11 0	7 2 0	1,404 14
74 5 4	20 0 0	84 0 0	30 0 0	7 10 –	1 10 0	1,271 13 4	–	–	5 6 8	11 0 0	1,288
73 4 3	22 9 8	158 19 11	76 6 2	–	–	1,329 4 4	194 0 0	–	46 15 0	102 12 3	2,377 11
140 1 11	31 19 6	227 6 0	146 5 11	24 3 6	68 6 11	2,561 4 7	137 0 0	–	74 7 0	72 13 0	2,838
52 14 6	20 13 11	154 1 3	54 0 1	9 16 6	13 13 2	1,217 0 7	41 0 0	–	33 7 10	2 14 0	1,293
141 19 2	19 11 6	310 15 4	39 19 10	13 12 2	–	2,702 16 4	277 10 0	–	50 0 0	28 10 0	3,058
58 9 0	8 13 6	81 0 0	44 14 1	24 8 10	9 15 0	1,361 6 4	70 0 6	–	26 0 0	100 14 6	1,562
194 17 2	38 0 0	166 13 11	87 16 8	20 12 1	34 14 0	3,183 16 4	432 0 0	–	20 9 10	61 5 0	3,457
125 7 4	3 1 1	58 3 10	46 12 2	22 14 0	–	1,469 3 10	42 0 0	–	31 7 9	12 4 6	1,555
172 9 0	31 0 0	224 11 8	451 11 8	–	128 2 10	4,316 2 0	636 0 0	–	–	–	4,972
112 19 11	20 16 5	247 7 4	112 17 7	7 11 6	31 6 2	2,474 12 6	231 0 0	–	–	–	2,705
83 15 2	9 14 5	20 0 7	38 0 0	–	6 2 6	1,397 11 0	44 0 0	–	35 2 3	–	1,476
325 1 8	128 2 6	490 13 11	344 13 7	–	68 6 0	8,606 5 2	417 0 6	260 2 1	–	70 16 –	9,353
210 9 6	45 2 9	228 16 3	450 16 7	–	–	5,344 16 4	304 10 0	–	314 10 4	6,000 10
177 12 10	20 0 0	207 12 –	37 17 –	–	24 0 0	2,111 11 10	24 0 0	–	–	2,135 11
70 17 8	27 10 11	60 19 0	245 16 6	40 0 0	34 0 0	1,016 14 1	55 0 0	–	–	1,071 14
55 0 0	26 11 8	218 19 –	82 0 6	30 3 5	30 5 6	2,273 0 1	173 10 0	–	–	2,747 11
							604 10 0			604 10
							463 10 0			463 10
							400 0 0			400 0
33 0 6	–	41 19 9	38 0 9	–	–	809 4 2	38 0 0	–	57 3 11	–	904 14
4,319 17 10	1,139 14 10	6,585 10 4	5,205 18 4	653 9 7	5,479 4 7	94,038 14 2	8,203 16 0	2,714 5 11	1,042 9 5	1,139 2 11	107,138 8

Public Grant is paid to the managers in aid of their general expenses, and enters accordingly into the accounts in each of the columns introduced by the Minute of 31 March 1863, and embodied in Articles 98–108 of the Code.

(No. 4.)

TABLE showing how much of the COST of a STUDENT in each NORMAL

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE IN THE YEAR: Tuition and other Expenses of Instruction. I. £ s. d.	Board, Fuel, and other Expenses of Keep. II. £ s. d.
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	40	514 12 1	576 9 4
	Battersea (National Society's)	75	1,457 8 9	2,265 15 8
	Borough Road (British and Foreign School Society's)	98	1,778 1 0	1,882 10 10
	Carmarthen (National Society's)	42	754 8 7	1,240 16 9
	Carnarvon (Church of England)	32	695 13 9	790 5 11
	Chelsea, St. Mark's (National Society's)	104	2,510 1 6	2,951 0 8
	Chester (Diocesan)	41	1,076 6 6	893 3 10
	Cheltenham (Church of England)	97	1,804 9 11	2,116 6 6
	Chichester (Diocesan)	28	467 9 1	539 5 6
	Culham (Oxford Diocesan)	76	1,562 0 10	1,525 18 10
	Durham (Diocesan)	47	962 13 7	943 12 4
	Edinburgh (Scottish Episcopal)	17	285 3 5	384 4 2
	Exeter (Diocesan)	49	770 6 11	997 16 9
	Hammersmith (Roman Catholic)	63	891 4 3	1,996 0 6
	Metropolitan (Church of England)	82	1,950 13 2	1,972 3 6
	Peterborough (Church of England)	43	1,011 11 1	1,276 7 2
	Saltley (Worcester Diocesan)	76	1,444 12 5	1,731 9 10
	Winchester (Diocesan)	40	406 11 4	969 11 4
	York and Ripon (Diocesan)	64	1,449 3 10	1,579 18 10
		1,114		
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	54	633 5 10	969 2 5
	Brighton (Chichester Diocesan)	48	460 14 8	830 10 5
	Bristol (Gloucester and Bristol, and Oxford Diocesan)	76	798 17 2	1,084 1 4
	Cheltenham (Church of England)	59	812 13 2	781 3 10
	Derby (Lichfield Diocesan)	44	573 10 1	784 18 2
	Durham (Diocesan)	46	602 1 5	717 2 6
	Gray's Inn Road (Home and Colonial School Society's)	135	2,215 5 9	2,360 15 8
	Lincoln (Diocesan)	40	482 15 0	626 17 6
	Liverpool (Roman Catholic)	69	776 13 6	1,206 12 2
	Norwich (Diocesan)	49	581 18 6	891 19 4
	Saint Leonard's-on-Sea (Roman Catholic)	31	466 14 5	732 13 7
	Salisbury (Diocesan)	67	920 4 6	967 13 8
	Stockwell (British and Foreign School Society's)	99	1,074 10 10	1,429 19 1
	Truro (Exeter Diocesan)	33	308 7 9	554 9 7
	Warrington (Chester Diocesan)	99	969 3 9	1,581 3 6
	Whitelands (National Society's)	106	1,672 3 1	1,503 14 2
	York and Ripon (Diocesan)	62	551 8 6	828 18 11
		1,119		
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland)	195		
	Edinburgh (Free Church)	197		
	Glasgow (Church of Scotland)	174		
	Glasgow (Free Church)	182		
	Westminster (Wesleyan)	128	2,746 13 6	2,632 17 5

* The accounts of the Scotch Presbyterian Colleges are still under consideration with reference to the change

(No. 4.)

SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1863.

EXPENDITURE UNDER THREE HEADS, AGGREGATE. Permanent Establishment Charges, &c. III. £ s. d.	Total. £ s. d.	AMOUNT of ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE. I. £ s. d.	II. £ s. d.	III. £ s. d.	Total. £ s. d.	PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS. I.	II.	III.
72 9 10	1,163 11 3	12 17 3	14 8 3	1 16 3	29 1 9	44·22	49·55	6·23
817 14 5	4,540 18 10	19 8 7	30 4 3	10 18 1	60 10 11	32·09	49·9	18·01
809 10 2	4,473 2 0	18 2 10	19 4 9	8 5 3	45 12 10	39·75	42·15	18·1
370 14 4	2,364 19 8	17 19 3	29 10 11	8 16 6	56 6 8	31·89	52·44	15·67
240 2 11	1,726 2 7	21 14 10	24 13 11	7 10 1	53 18 10	40·3	45·79	13·91
897 16 0	6,358 18 2	24 2 8	28 7 6	8 12 8	61 2 10	39·47	46·41	14·12
255 18 5	2,225 8 9	26 5 0	21 15 8	6 4 10	54 5 6	48·36	40·14	11·5
378 11 0	4,289 1 5	18 12 1	21 16 3	3 18 0	44 6 4	41·97	49·22	8·81
202 15 0	1,209 9 7	16 13 11	19 5 2	7 4 10	43 3 11	38·65	44·59	16·76
490 1 6	3,578 1 2	20 11 0	20 1 7	6 9 0	47 1 7	43·65	42·65	13·7
302 11 3	2,208 17 2	20 9 8	29 0 1	6 8 9	46 19 11	43·58	42·72	13·7
177 16 7	847 4 2	16 15 6	22 12 0	10 9 3	49 16 9	33·66	45·35	20·99
331 17 1	2,106 0 9	15 14 5	20 7 3	6 15 6	42 17 2	36·69	47·51	15·8
403 6 10	3,290 11 7	14 2 11	31 13 8	6 8 0	52 4 7	27·08	60·66	12·26
529 19 1	4,452 15 9	23 15 9	24 1 0	6 9 3	54 6 0	43·81	44·29	11·9
430 1 10	2,525 18 11	19 1 2	29 13 8	8 10 0	58 14 10	32·44	50·53	17·03
516 1 4	4,992 4 7	19 0 5	22 15 9	4 15 10	48 11 8	39·13	46·89	13·98
195 3 8	1,571 6 4	* 10 3 3	24 4 9	4 17 7	39 5 7	25·87	61·7	12·43
346 15 8	3,375 18 4	22 12 10	24 13 9	5 8 4	52 14 11	42·93	46·8	10·27
	56,005 11 0			Average	50 5 6			
454 18 3	2,057 6 4	11 14 6	17 18 11	8 8 6	38 1 11	30·78	47·11	22·11
356 13 7	1,527 5 8	9 11 8	17 6 1	4 18 7	31 16 4	30·72	54·38	15·5
334 6 2	1,784 3 5	10 10 11	14 18 3	3 12 9	29 13 3	36·03	48·9	15·07
308 11 9	1,902 8 9	13 15 6	13 4 9	5 4 7	32 4 10	42·72	41·06	16·22
181 14 1	1,540 2 4	13 0 8	17 16 9	4 2 7	35 0 0	37·24	50·95	11·8
161 7 7	1,480 11 6	13 1 9	15 11 10	3 10 2	32 3 9	40·66	48·44	10·9
973 4 11	5,549 6 4	16 8 8	17 9 9	7 4 2	41 2 7	39·94	42·58	17·48
149 5 1	1,258 17 7	12 1 5	15 13 5	3 14 7	31 9 5	38·35	49·8	11·85
765 11 1	2,748 16 9	11 5 1	17 9 9	11 1 11	39 16 9	28·26	43·89	27·85
202 17 4	1,676 15 2	11 17 6	18 4 1	4 2 10	34 4 5	34·7	53·2	12·1
462 6 1	2,317 14 11	14 14 11	14 18 3	4 0 2	33 13 3	39·12	43·23	27·65
235 6 1	2,123 4 3	13 14 8	14 8 11	3 10 3	31 13 10	43·34	45·58	11·08
421 2 7	2,925 12 6	10 17 1	14 8 10	4 5 1	29 11 0	36·73	48·88	14·39
195 7 10	1,058 5 2	9 6 11	16 16 0	5 18 5	32 1 4	29·14	52·4	18·46
431 1 10	2,981 8 4	9 15 9	15 19 5	4 7 1	30 2 3	32·5	53·04	14·46
854 11 5	4,200 6 8	15 15 6	14 3 9	4 1 9	33 19 6	41·49	37·31	21·2
141 16 5	1,522 3 10	* 8 17 10	13 7 5	2 5 9	24 11 0	36·22	54·46	9·32
	38,271 7 10			Average	34 4 0			
703 14 6	6,083 5 5	21 9 2	20 11 5	5 9 11	47 10 6	45·15	43·28	11·57

* In the system of Grants introduced by the Minute of 21 March 1863, and embodied in Articles 98-102* of the Code.

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas, 1863.

DENOMINATION.	Presented for Examination.			Passed.					Failed.		
	Males.	Females.	Total.	Males.		Females.		Total.	Males.	Females.	Total.
				1st Class.	2nd Class.	1st Class.	2nd Class.				
Church of England -	427	*694	1,121	197	195	192	320	904	35	179	214
Scotch Episcopal Church	8	10	18	2	4	—	4	10	2	6	8
British and Wesleyan	142	134	276	31	87	45	66	229	24	23	47
Roman Catholic -	23	47	70	1	10	11	29	51	12	7	19
Church of Scotland	92	65	157	36	48	29	20	133	8	16	24
Scotch Free Church	97	92	189	31	49	56	19	155	15	17	32
Total -	789	1,042	1,831	298	393	333	458	1,482	96	248	344

* One Candidate died after commencing her examination.

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas, 1863.

England and Wales.

Males.

Normal School.	Second Year.						First Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	8	—	—	3	4	1	30	3	6	15	2	4
Battersea	36	11	22	3	—	—	39	7	27	3	—	2
Borough Road	40	8	16	16	—	—	56	16	24	12	1	3
Carmarthen	3	—	—	1	1	1	38	—	5	26	4	2
Carnarvon	12	1	4	3	3	1	18	1	3	9	1	4
Chelsea	53	7	21	23	2	—	50	4	27	19	—	—
Cheltenham	40	4	22	14	—	—	57	3	37	16	1	—
Chester	18	3	12	3	—	—	23	6	10	7	—	—
Chichester	5	—	1	3	1	—	23	—	6	15	1	2
Culham	26	1	7	13	3	2	*50	—	19	25	2	3
Durham	25	1	11	13	—	—	22	2	10	7	1	2
Exeter	20	—	5	12	3	—	29	1	11	12	2	3
Hammersmith	34	—	9	22	3	—	28	4	7	12	3	2
Highbury	27	4	13	10	—	—	55	9	31	14	—	1
Peterborough	22	1	8	11	2	—	21	—	8	12	—	1
Saltley	33	2	7	21	3	—	39	1	17	17	2	1
Westminster	31	4	17	10	—	—	39	12	19	7	1	—
Winchester	8	—	5	3	—	—	30	1	11	16	—	2
York	29	—	11	18	—	—	35	3	19	12	—	1
Total	470	47	191	202	25	5	682	73	297	256	20	33

* One Student was dismissed from the College, while the Examination was proceeding, for breach of discipline.

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas, 1863.—*continued.*

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop's Stortford	30	8	21	1	—	—	24	9	15	—	—	—
Brighton	20	1	10	9	—	—	26	—	20	6	—	—
Bristol	38	5	24	8	—	1	37	5	29	3	—	—
Cheltenham	22	4	15	3	—	—	36	12	23	1	—	—
Derby	20	4	7	9	—	—	24	3	18	2	1	—
Durham	20	6	14	—	—	—	27	11	15	1	—	—
Home and Colonial	49	15	33	1	—	—	71	41	29	1	—	—
Lincoln	21	9	12	—	—	—	18	7	10	1	—	—
Liverpool	27	14	12	1	—	—	42	5	26	11	—	—
Norwich	20	4	13	3	—	—	21	10	11	—	—	—
Ripon	16	3	10	3	—	—	42	3	16	23	—	—
St. Leonard's	11	1	2	6	1	1	*22	1	9	9	2	—
Salisbury	35	7	21	7	—	—	30	5	24	1	—	—
Stockwell	28	8	17	3	—	—	71	9	48	11	—	—
Truro	10	1	7	2	—	—	15	—	6	7	1	1
Warrington	49	9	35	5	—	—	49	18	31	—	—	—
Westminster	18	3	12	3	—	—	36	3	25	8	—	—
Whitelands	51	16	35	—	—	—	55	23	32	—	—	—
Total	485	118	300	64	1	2	646	165	387	85	4	1

* Examination of one candidate cancelled, who was not duly qualified to attend.

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas, 1863—*continued.*

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Episcopal Church) -	2	—	1	1	—	—	14	3	7	4	—	—
Edinburgh (Church of Scotland)	34	2	12	16	2	—	51	5	18	17	2	9
Edinburgh (Free Church) -	44	5	11	18	8	—	60	8	16	20	—	2
Glasgow (Church of Scotland) -	39	2	16	17	1	2	49	7	16	19	2	2
Glasgow (Free Church) - -	38	4	14	14	6	—	50	4	18	19	5	4
Total - -	157	13	54	66	17	2	224	27	75	79	9	17

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.					FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	41	12	26	3	—	68	14	37	14	1	2
Edinburgh (Free Church) -	39	12	22	5	—	50	15	31	4	—	—
Glasgow (Church of Scotland) -	28	6	13	8	1	56	10	31	13	1	1
Glasgow (Free Church) - -	29	12	14	3	—	49	11	23	15	—	—
Total - -	137	42	75	19	1	223	50	122	46	2	3

(No. 6.)

Tabulated Results of Examination, Christmas 1863.

Per-centage in each Subject of Candidates examined who obtained Marks of Excellent, Good, or Fair.

The letter (L) under any subject denotes that a Lecturer at the public expense was retained in the College during the year 1863.

Male Students of the First Year.

Normal School.	Total No. of Students.	Bible.				Catechism and Liturgy.				Mental Arithmetic.				Arithmetic.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Tota	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	30	—	—	—	—	—	—	—	—	30	6·66	13·33	20·00	30	—	36·66	36·66
Battersea	39	39	58·98	41·02	100·00	39	2·56	41·02	43·58	39	12·82	15·38	28·20	39	25·64	35·89	61·53
Borough Road	56	—	—	—	—	—	—	—	—	56	7·15	26·78	33·93	56	14·28	33·93	48·21
Carmarthen	38	38	5·26	52·63	57·89	38	5·26	21·05	26·31	38	—	13·15	13·15	38	2·63	36·84	39·47
Carnarvon	18	18	5·55	66·66	72·22	18	—	—	—	18	—	11·11	11·11	18	—	33·33	33·33
Chelsea	50	50	48·00	42·00	90·00	50	6·00	28·00	34·00	50	2·00	44·00	46·00	50	12·00	46·00	58·00
Cheltenham	57	56	39·29	48·21	87·50	57	—	21·05	21·05	57	3·52	19·29	22·81	57	8·77	52·63	61·40
Chester	23	23	26·08	65·22	91·30	23	—	17·39	17·39	23	8·70	17·39	26·09	23	17·39	52·17	69·56
Chichester	23	23	13·04	60·87	73·91	23	—	8·69	8·69	23	—	4·35	4·35	23	4·35	43·48	47·83
Culham	50	50	22·00	54·00	76·00	50	6·00	20·00	26·00	50	—	12·00	12·00	50	10·00	32·00	42·00
Durham	22	22	59·09	36·36	95·45	22	4·54	18·18	22·72	22	4·54	18·18	22·72	22	13·63	40·91	54·54
Edinburgh (Church of Scotland)	51	51	19·61	54·90	74·51	51	9·80	70·59	80·39	51	3·92	27·45	31·37	51	3·92	39·22	43·14
" (Free Church)	60	60	38·33	53·33	91·66	60	16·66	78·33	95·00	60	6·66	25·00	31·66	60	23·33	58·33	81·66
" (Episcopal Church)	14	14	64·28	28·57	92·85	14	—	14·29	14·29	14	14·29	64·28	78·57	14	14·29	42·85	57·14
Exeter	29	29	24·13	37·93	62·06	29	6·90	31·03	37·93	29	—	10·34	10·34	29	13·79	44·83	58·62
Glasgow (Church of Scotland)	49	49	16·33	36·73	53 06	48	4·16	87·50	91·66	48	8·33	27·08	35·41	49	18·36	48·98	67·34
" (Free Church)	50	50	18·00	62·00	80·00	35	34·29	65·71	100·00	50	2·00	24·00	26·00	50	16·00	38·00	54·00
Hammersmith	28	—	—	—	—	—	—	—	—	28	—	14·28	14·28	28	17·85	39·29	57·14
Highbury	55	55	41·82	54·54	96·36	55	1·82	16·36	18·18	55	10·91	27·27	38·18	55	10·91	47·27	58·18
Peterborough	21	21	19·04	61·91	80·95	21	—	14·28	14·28	21	—	19·04	19·04	21	4·76	38·09	42·85
Saltley	39	39	23·07	53·85	76·92	39	—	17·95	17·95	39	5·13	15·38	20·51	39	5·13	51·28	56·41
Westminster	39	—	—	—	—	—	—	—	—	39	7·69	41·02	48·71	39	20·51	46·15	66·66
Winchester	30	30	16·66	76·66	93·33	30	—	30·00	30·00	30	3·33	20·00	23·33	30	—	33·33	33·33
York and Ripon	35	35	40·00	60·00	100·00	35	—	14·29	14·29	35	2·86	25·71	28·57	35	25·71	51·29	80·00
Per-centage on Totals	—	—	30·05	52·13	82·18	—	5·70	35·55	41·25	—	4·75	22·76	27·51	—	12·47	43·38	55·85

Tabulated Results of Examination, Christmas 1863—*Male Students of the First Year*—continued.

Normal School.	Total No. of Students.	Grammar.				Composition.				School Management.				Reading and Repetition.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	30	30	13·33	46·66	60·00	30	—	33·33	33·33	30	13·33	53·33	66·66	30	—	36·66	36·66
Battersea	39	39	10·25	38·46	48·71L	39	—	15·38	15·38	39	35·89	64·11	100·00	39	7·69	56·41	64·10
Borough Road	56	56	12·49	58·93	71·42	56	12·49	33·93	46·42	56	35·71	60·71	96·42	56	14·28	78·57	92·85
Carmarthen	38	38	7·89	39·47	47·36	38	—	21·05	21·05	38	2·63	86·84	89·47	38	23·68	65·79	89·47
Carnarvon	18	18	11·11	38·88	50·00	18	—	5·55	5·55	18	11·11	77·77	88·88	18	5·55	55·55	61·11
Chelsea	50	50	10·00	48·00	58·00L	50	—	6·00	6·00	50	52·00	42·00	94·00	50	8·00	78·00	86·00
Cheltenham	57	57	10·53	47·37	57·90	57	—	12·28	12·28	57	52·63	47·37	100·00	57	8·77	77·19	85·96
Chester	23	23	13·04	30·43	43·47	23	—	8·70	8·70	23	34·78	43·48	78·26	23	17·39	60·87	78·26
Chichester	23	23	8·69	21·74	30·43	23	—	30·43	30·43	23	21·74	65·22	86·96	23	4·35	69·56	73·91
Culham	50	50	8·00	34·00	42·00	50	—	12·00	12·00	50	36·00	60·00	96·00	50	2·00	30·00	32·00
Durham	22	22	18·18	27·27	45·45	22	4·54	40·91	45·45	22	18·18	81·82	100·00	22	4·54	59·09	63·63
Edinburgh (Church of Scotland)	51	51	11·76	47·06	58·82L	51	—	25·49	25·49	51	1·96	50·98	52·94	51	98·04	1·96	100·00
„ (Free Church)	60	60	11·67	58·33	70·00L	60	—	6·66	6·66	60	3·33	55·00	58·33	60	45·00	53·33	98·33
„ (Episcopal Church)	14	14	15·83	69·88	85·71	14	—	21·43	21·43	14	64·28	28·57	92·85	14	14·29	71·42	85·71
Exeter	29	29	6·90	41·38	48·28	29	3·45	10·34	13·79	29	24·13	75·87	100·00	29	20·69	51·72	72·41
Glasgow (Church of Scotland)	49	49	8·16	69·39	77·55	49	—	20·41	20·41	49	—	26·53	26·53	49	48·98	48·98	97·96
„ (Free Church)	50	50	10·00	26·00	36·00	50	2·00	4·00	6·00	50	6·00	52·00	58·00	50	62·00	34·00	96·00
Hammersmith	28	28	7·14	39·29	46·43	28	—	10·71	10·71	28	39·29	60·71	100·00	28	17·85	71·43	89·28
Highbury	55	55	7·27	52·73	60·00	55	1·82	30·90	32·72	55	47·27	49·09	96·36	55	14·55	65·45	80·00
Peterborough	21	21	23·80	9·53	33·33	21	—	19·04	19·04	21	95·24	4·76	100·00	21	4·76	71·43	76·19
Saltley	39	39	7·69	43·59	51·28	39	—	20·51	20·51	39	20·51	66·66	87·17	39	15·38	71·79	87·17
Westminster	39	39	7·69	53·84	61·53L	39	—	20·51	20·51	39	51·28	46·15	97·43	39	5·13	66·66	71·79
Winchester	30	30	10·00	66·66	76·66	30	6·66	46·66	53·33	30	36·66	56·66	93·33	30	16·66	63·33	80·00
York and Ripon	35	35	8·57	42·85	51·42	35	2·86	31·43	34·29	35	42·85	54·29	97·14	35	2·86	57·14	60·00
Per-centage on Totals	—	—	9·93	45·92	55·85	—	1·54	19·65	21·19	—	29·25	54·30	83·55	—	22·63	56·95	79·58

Tabulated Results of Examination, Christmas 1863—*Male Students of the First Year*—continued.

Normal School.	Total No. of Students.	Spelling.				Penmanship.				History.				Geography.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	30	30	66·66	23·33	90·00	30	23·33	63·33	86·66	30	3·33	30·00	33·33	30	6·66	50·00	56·66
Battersea	39	39	97·44	2·56	100·00	39	94·88	5·12	100·00	39	10·25	69·23	79·48	39	2·56	82·05	84·61
Borough Road	56	56	82·14	16·07	98·21	56	55·36	42·85	98·21	56	8·92	37·50	46·42L	56	10·71	58·93	69·64
Carmarthen	38	38	92·10	5·26	97·36	38	86·84	7·89	94·73	38	—	2·63	2·63	38	—	26·31	26·31
Carnarvon	18	18	66·66	27·77	94·44	18	38·88	50·00	88·88	18	5·55	11·11	16·66	18	5·55	61·11	66·66
Chelsea	50	50	96·00	4·00	100·00	50	76·00	24·00	100·00	50	—	10·00	10·00L	50	12·00	56·00	68·00
Cheltenham	57	57	8·77	89·47	98·24	57	82·46	14·03	96·49	57	7·02	49·12	56·14L	57	8·77	52·63	61·40L
Chester	23	23	100·00	—	100·00	23	82·61	17·39	100·00	23	8·70	56·52	65·22	23	8·70	60·87	69·57
Chichester	23	23	86·96	13·04	100·00	23	65·22	26·08	91·30	23	—	4·35	4·35	23	—	26·09	26·09
Culham	50	50	82·00	16·00	98·00	50	74·00	24·00	98·00	49	4·08	24·49	28·57	49	2·04	44·89	46·93
Durham	22	22	90·91	9·09	100·00	22	95·45	4·54	100·00	21	4·76	19·04	23·80	21	4·76	85·71	90·47
Edinburgh (Church of Scotland)	51	51	78·43	19·61	98·04	51	11·76	49·02	60·78	51	3·92	7·84	11·76	51	1·96	27·45	29·41
„ (Free Church)	60	60	73·33	21·66	95·00	60	8·33	41·66	50·00	60	1·66	33·33	35·00	60	—	40·00	40·00
„ (Episcopal Church)	14	14	100·00	—	100·00	14	42·85	57·15	100·00	14	—	7·15	7·15	14	—	50·00	50·00
Exeter	29	29	100·00	—	100·00	29	82·76	17·24	100·00	29	—	3·45	3·45	29	—	55·17	55·17
Glasgow (Church of Scotland)	49	49	85·71	8·16	93·87	49	36·73	36·73	73·46	49	—	26·53	26·53	49	—	32·65	32·65
„ (Free Church)	50	50	76·00	20·00	96·00	50	24·00	52·00	76·00	50	2·00	32·00	34·00	50	24·00	48·00	72·00
Hammersmith	28	28	85·71	14·29	100·00	28	64·29	25·00	89·29	28	—	10·71	10·71	28	—	39·29	39·29
Highbury	55	55	94·55	5·45	100·00	55	90·91	9·09	100·00	55	—	29·09	29·09L	55	3·63	69·09	72·72
Peterborough	21	21	90·47	9·53	100·00	21	90·47	9·53	100·00	21	—	—	—	21	4·76	61·90	66·66L
Saltley	39	39	84·61	7·69	92·30	39	71·79	28·21	100·00	39	—	7·69	7·69	39	—	33·33	33·33L
Westminster	39	39	71·79	28·21	100·00	39	74·35	25·65	100·00	39	7·70	43·58	51·28	39	—	64·10	64·10L
Winchester	30	30	70·00	16·66	86·66	30	80·00	20·00	100·00	30	—	10·00	10·00	30	3·33	40·00	43·33
York and Ripon	35	35	94·29	5·71	100·00	35	80·00	14·29	94·29	35	—	11·43	11·43	35	5·71	60·00	65·71L
Per-centage on Totals	—	—	85·10	12·25	97·35	—	61·70	27·92	89·62	—	2·98	24·78	27·76	—	4·87	50·11	54·98

Tabulated Results of Examination, Christmas 1863—*Male Students of the First Year*—continued.

Normal School.	Total No. of Students.	Euclid.				Economy.				Music.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	30	30	23·33	50·00	73·33	30	3·33	46·66	50·00	29	17·24	20·69	37·93
Battersea	39	39	43·58	51·29	94·87	39	15·38	82·05	97·43	39	58·98	35·89	94·87
Borough Road	56	56	55·36	44·64	100·00L	56	17·86	76·78	94·64	56	7·15	21·42	28·57
Carmarthen	38	38	2·63	21·05	23·68	38	—	52·63	52·63	34	5·88	29·41	35·29
Carnarvon	18	18	22·22	66·66	88·88L	18	33·33	44·44	77·77	14	7·14	14·29	21·43
Chelsea	50	50	22·00	68·00	90·00L	50	8·00	76·00	84·00	50	34·00	46·00	80·00
Cheltenham	57	56	35·09	56·14	91·23	57	10·53	77·19	87·72	56	31·58	56·14	87·72
Chester	23	23	34·78	56·52	91·30	23	—	56·52	56·52	23	60·87	39·13	100·00
Chichester	23	23	21·74	60·87	82·61	23	—	91·30	91·30	21	9·52	19·05	28·57
Culham	50	49	18·36	67·35	85·71	49	10·20	67·35	77·55	48	45·83	33·33	79·16
Durham	22	21	42·85	47·62	90·47	21	9·52	76·19	85·71	17	11·76	5·88	17·64
Edinburgh (Church of Scotland)	51	51	27·45	45·10	72·55L	50	4·00	62·00	66·00	38	2·63	10·53	13·16
„ (Free Church)	60	60	56·66	40·00	96·66	60	8·33	58·33	66·66	48	14·59	35·41	50·00
„ (Episcopal Church)	14	14	28·57	64·28	92·85	14	14·28	78·57	92·85	14	35·72	42·85	78·57
Exeter	29	29	10·34	72·41	82·76	26	—	34·61	34·61	24	—	41·66	41·66
Glasgow (Church of Scotland)	49	49	18·36	67·35	85·71	49	4·08	53·06	57·14	45	44·44	42·22	86·66
„ (Free Church)	50	50	36·00	52·00	88·00L	50	2·00	66·00	68·00	32	3·13	31·25	34·38
Hammersmith	28	28	3·57	78·57	82·14	28	—	32·14	32·14	28	25·00	28·57	53·57
Highbury	55	55	43·63	47·27	90·90L	55	1·82	94·54	96·36	53	30·18	24·53	54·71
Peterborough	21	21	14·28	57·14	71·43	21	4·76	71·43	76·19	21	—	23·80	23·80
Saltley	39	39	28·21	61·53	89·74	39	—	71·79	71·79	38	7·89	36·84	44·73
Westminster	39	39	51·28	38·46	89·74	39	5·13	87·17	92·30	38	26·31	36·84	63·15
Winchester	30	30	10·00	70·00	80·00	30	10·00	76·66	86·66	28	25·00	17·85	42·85
York and Ripon	35	35	48·57	40·00	88·57	35	2·86	80·00	82·86	24	58·33	33·33	91·66
Per-centage on Totals	—	—	31·34	53·82	85·16	—	6·66	68·44	75·11	—	24·57	32·03	56·60

Tabulated Results of Examination, Christmas 1863—*continued.*

MALE STUDENTS OF THE SECOND YEAR.

Normal School.	Total No. of Students.	Bible.				Catechism and Liturgy.				Mental Arithmetic.				Arithmetic.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	8	—	—	—	—	—	—	—	—	8	—	25·00	25·00	8	—	12·50	12·50
Battersea	36	36	19·45	74·99	94·44	36	83·33	16·66	100·00	36	22·22	61·11	83·33	36	27·77	30·55	58·33
Borough Road	40	—	—	—	—	—	—	—	—	40	10·00	22·50	32·50	40	12·50	30·00	42·50
Carmarthen	3	3	—	66·66	66·66	3	—	33·33	33·33	3	33·33	33·33	66·66	3	—	—	—
Carnarvon	12	12	—	100·00	100·00	12	8·33	58·33	66·66	12	—	25·00	25·00	12	—	25·00	25·00
Chelsea, St. Mark's	53	53	22·64	69·81	92·45	52	23·07	46·16	69·23	53	7·54	39·62	47·16	53	15·09	30·19	45·28
Cheltenham	40	40	17·50	72·50	90·00	40	20·00	57·50	77·50	40	2·50	25·00	27·50	40	15·00	32·50	47·50
Chester	18	18	—	100·00	100·00	18	83·33	16·67	100·00	18	22·22	38·89	61·11	18	5·55	50·00	55·55
Chichester	5	5	—	80·00	80·00	5	—	40·00	40·00	5	20·00	20·00	40·00	5	—	20·00	20·00
Culham	26	26	19·23	80·77	100·00	26	15·38	46·15	61·53	26	—	42·30	42·30	26	7·69	34·61	42·30
Durham	25	25	28·00	72·00	100·00	25	68·00	32·00	100·00	25	12·00	52·00	64·00	25	12·00	36·00	48·00
Edinburgh (Church of Scotland)	34	34	32·35	47·06	79·41	34	17·65	73·53	91·18	34	11·76	11·76	23·52	34	8·82	23·53	32·35
„ (Free Church)	44	44	45·45	43·18	88·63	44	50·00	43·18	93·18	44	13·64	25·00	38·64	44	9·09	27·27	36·36
„ (Episcopal Church)	2	2	—	100·00	100·00	2	—	50·00	50·00	2	50·00	50·00	100·00	2	—	50·00	50·00
Exeter	20	20	5·00	90·00	95·00	20	5·00	60·00	65·00	20	10·00	20·00	30·00	20	5·00	35·00	40·00
Glasgow (Church of Scotland)	39	39	12·82	51·28	64·10	39	69·23	23·08	92·31	39	12·82	28·20	41·02	39	10·25	48·72	58·97
„ (Free Church)	38	38	18·42	55·26	73·68	33	84·85	15·15	100·00	38	10·53	21·05	31·58	38	7·90	36·84	44·74
Hammersmith	34	—	—	—	—	—	—	—	—	34	2·94	23·53	26·47	34	5·88	23·53	29·41
Highbury	27	27	11·11	77·77	88·88	27	22·22	66·66	88·88	27	25·92	25·92	51·85	27	25·92	33·33	59·25
Peterborough	22	22	9·09	63·63	72·72	22	13·63	59·09	72·72	22	9·09	31·81	40·90	22	9·09	50·00	59·09
Saltley	33	33	3·03	81·81	84·84	33	9·09	48·48	57·57	33	6·06	24·24	30·30	33	9·09	30·30	39·39
Westminster	31	—	—	—	—	—	—	—	—	31	9·68	32·26	41·94	31	16·12	35·49	51·61
Winchester	8	8	12·50	87·50	100·00	8	37·50	37·50	75·00	8	—	50·00	50·00	8	—	50·00	50·00
York and Ripon	29	29	—	100·00	100·00	29	34·48	55·17	89·65	29	3·45	6·90	10·35	29	3·45	55·17	58·62
Per-centage on Totals	—	—	17·31	70·43	87·74	—	38·58	43·90	82·48	—	10·21	29·50	39·71	—	11·16	34·13	45·29

Tabulated Results of Examination, Christmas 1863—*Male Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Grammar.				Composition.				School Management.				Reading and Repetition.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	8	8	12·50	25·00	37·50	8	—	12·50	12·50	8	25·00	37·50	62·50	8	—	37·50	37·50
Battersea	36	36	47·22	27·77	75·00 L	36	58·33	41·66	100·00	36	41·66	58·33	100·00	36	27·77	58·33	86·11
Borough Road	40	40	27·50	45·00	72·50	40	15·00	82·50	97·50	40	25·00	67·50	92·50	40	57·50	42·50	100·00
Carmarthen	3	3	—	33·33	33·33	3	—	66·66	66·66	3	—	—	—	3	33·33	33·33	66·66
Carnarvon	12	12	—	41·66	41·66	12	—	41·66	41·66	12	16·67	58·33	75·00	12	—	66·66	66·66
Chelsea, St. Mark's	53	53	9·43	45·28	54·71 L	53	20·75	69·81	90·56	53	38·49	37·73	96·22	53	16·98	67·92	84·90
Cheltenham	40	40	27·50	40·00	67·50	40	15·00	77·50	92·50	40	77·50	22·50	100·00	39	15·38	71·79	87·17
Chester	18	18	33·33	33·33	66·66	18	5·55	83·33	88·88	18	27·78	66·66	94·44	18	—	55·55	55·55
Chichester	5	5	—	40·00	40·00	5	—	60·00	60·00	5	20·00	60·00	80·00	5	—	40·00	40·00
Culham	26	26	—	42·30	42·30	26	—	50·00	50·00	26	26·93	42·30	69·23	26	7·69	46·15	53·84
Durham	25	25	4·00	72·00	76·00	25	4·00	60·00	64·00	25	64·00	36·00	100·00	25	4·00	72·00	76·00
Edinburgh (Church of Scotland)	34	34	14·71	55·88	70·59 L	34	2·94	38·24	41·18	34	14·71	50·00	64·71	34	100·00	—	100·00
„ (Free Church)	44	44	13·64	45·45	59·09 L	44	4·54	31·82	36·36	44	29·54	61·36	90·90	44	54·55	45·45	100·00
„ (Episcopal Church)	2	2	—	50·00	50·00	2	—	50·00	50·00	2	50·00	50·00	100·00	2	50·00	50·00	100·00
Exeter	20	20	30·00	50·00	80·00	20	—	100·00	100·00	20	40·00	40·00	80·00	20	10·00	70·00	80·00
Glasgow (Church of Scotland)	39	39	12·82	61·53	74·35	39	—	51·28	51·28	39	10·26	28·20	38·46	39	46·15	51·28	97·43
„ (Free Church)	38	38	15·78	31·58	47·36	38	—	36·84	36·84	38	21·05	52·63	73·68	38	89·47	10·53	100·00
Hammersmith	34	34	—	41·18	41·18	34	5·88	58·82	64·70	34	38·24	44·11	82·35	34	29·41	64·70	94·11
Highbury	27	27	7·40	59·26	66·66	27	11·11	77·77	88·88	27	29·63	55·55	85·18	27	22·22	77·77	100·00
Peterborough	22	22	31·81	36·36	68·18	22	18·18	77·27	95·45	22	63·63	18·18	81·81	22	4·54	72·73	77·27
Saltley	33	33	—	51·51	51·51	33	3·03	63·63	66·66	33	33·33	36·36	69·69	33	6·06	75·75	81·81
Westminster	31	31	12·90	64·52	77·42 L	31	12·90	74·19	87·09	31	35·48	58·06	93·54	31	—	74·19	74·19
Winchester	8	8	12·50	37·50	50·00	8	—	37·50	37·50	8	—	75·00	75·00	8	—	100·00	100·00
York and Ripon	29	29	—	55·17	55·17	29	3·45	72·41	75·86	29	24·14	44·82	68·96	29	3·45	79·31	82·76
Per-centage on Totals	—	—	14·69	46·73	61·72	—	10·21	60·28	70·49	—	35·57	46·09	81·66	—	29·55	56·39	85·94

Tabulated Results of Examination, Christmas 1863—*Male Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Spelling.				Penmanship.				History.				Geography.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	8	8	75·00	25·00	100·00	8	37·50	50·00	87·50	8	25·00	62·50	87·50	8	12·50	25·00	37·50
Battersea	36	36	66·66	27·77	94·44	36	72·22	27·77	100·00	36	55·55	41·66	97·22	36	44·44	38·88	83·33
Borough Road	40	40	82·50	17·50	100·00	40	47·50	52·50	100·00	40	70·00	30·00	100·00L	40	15·00	55·00	70·00
Carmarthen	3	3	—	100·00	100·00	3	100·00	—	100·00	3	—	100·00	100·00	3	—	33·33	33·33
Carnarvon	12	12	—	58·33	58·33	12	25·00	50·00	75·00	12	41·66	41·66	83·33	12	25·00	33·33	58·33
Chelsea, St. Mark's	53	53	58·49	39·62	98·11	53	39·62	60·38	100·00	53	60·38	22·64	83·02L	53	9·43	62·26	71·69
Cheltenham	40	40	40·00	50·00	90·00	40	92·50	7·50	100·00	40	60·00	32·50	92·50L	40	17·50	45·00	62·50L
Chester	18	18	55·55	38·88	94·44	18	94·44	5·55	100·00	18	88·88	11·11	100·00	18	11·11	66·66	77·77
Chichester	5	5	—	100·00	100·00	5	60·00	40·00	100·00	5	20·00	80·00	100·00	5	—	20·00	20·00
Culham	26	26	34·62	65·38	100·00	26	57·69	30·77	88·46	26	46·15	38·46	84·61	26	7·69	38·46	46·15
Durham	25	25	52·00	48·00	100·00	25	88·00	12·00	100·00	25	76·00	24·00	100·00	25	16·00	72·00	88·00
Edinburgh (Church of Scotland)	34	34	79·41	20·59	100·00	34	23·53	52·94	76·47	34	32·35	55·88	88·23	34	2·94	26·47	29·41
„ (Free Church)	44	44	77·27	18·18	95·45	44	—	61·36	61·36	44	25·00	54·54	79·54	44	2·27	25·00	27·27
„ (Episcopal Church)	2	2	—	100·00	100·00	2	—	50·00	50·00	2	50·00	50·00	100·00	2	50·00	—	50·00
Exeter	20	20	50·00	50·00	100·00	20	55·00	45·00	100·00	20	35·00	50·00	85·00	20	10·00	25·00	35·00
Glasgow (Church of Scotland)	39	39	89·74	7·69	97·43	39	10·25	79·49	89·74	39	43·59	43·59	87·18	39	5·12	41·03	46·15
„ (Free Church)	38	38	76·32	18·42	94·74	38	21·05	73·68	94·73	38	21·05	65·79	86·84	38	—	50·00	50·00
Hammersmith	34	34	88·23	5·88	94·11	34	70·59	29·41	100·00	34	14·71	55·88	70·59	34	—	44·12	44·12
Highbury	27	27	62·97	37·03	100·00	27	70·37	25·92	96·29	27	77·77	18·52	96·29L	27	22·22	22·22	44·44
Peterborough	22	22	77·27	22·73	100·00	22	54·55	40·90	95·45	22	40·91	45·45	86·36	22	9·09	36·36	45·45L
Saltley	33	33	36·36	57·57	93·93	33	78·79	21·21	100·00	33	36·36	42·43	78·79	33	—	27·27	27·27L
Westminster	31	31	64·52	35·48	100·00	31	64·52	35·48	100·00	31	70·97	25·80	96·77	31	16·12	51·62	67·74L
Winchester	8	8	75·0	12·50	87·50	8	50·00	50·00	100·00	8	62·50	25·00	87·50	8	12·50	62·50	75·00
York and Ripon	29	29	41·38	41·38	82·76	29	75·86	20·69	96·55	29	24·14	68·96	93·10	29	3·45	51·72	55·17L
Per-centage on Totals	—	—	62·36	33·17	95·53	—	52·15	41·15	93·30	—	47·05	41·63	88·68	—	10·85	42·00	53·75

Tabulated Results of Examination, Christmas 1863—*Male Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Euclid.				Economy.				Music.				Teaching.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bangor	8	8	—	12·50	12·50	8	—	—	—	8	—	37·50	37·50	8	—	50·00	50·00
Battersea	36	36	2·77	47·22	50·00	36	8·33	38·88	47·22	36	27·77	58·33	86·11	36	33·33	52·77	86·11
Borough Road	40	40	22·50	47·50	70·00L	40	2·50	45·00	47·50	40	—	17·50	17·50	40	32·50	55·00	87·50
Carmarthen	3	3	—	—	—	3	—	—	—	3	—	—	—	3	—	33·33	33·33
Carnarvon	12	12	16·67	25·00	41·67L	12	—	25·00	25·00	12	8·33	25·00	33·33	12	33·33	50·00	83·33
Chelsea, St. Mark's	53	53	3·77	37·74	41·51L	53	5·66	35·85	41·51	53	5·66	45·28	50·94	53	30·19	54·71	84·90
Cheltenham	40	40	—	30·00	30·00	40	15·00	47·50	62·50	40	20·00	40·00	60·00	40	27·50	60·00	87·50
Chester	18	18	5·55	55·55	61·11	18	44·44	22·22	66·66	18	—	77·77	77·77	18	33·33	50·00	83·33
Chichester	5	5	—	—	—	5	—	40·00	40·00	4	—	—	—	5	20·00	60·00	80·00
Culham	26	26	—	11·53	11·53	26	7·69	34·61	42·30	26	7·69	50·00	57·69	26	11·53	46·15	57·69
Durham	25	25	—	52·00	52·00	25	—	12·00	12·00	22	—	27·27	27·27	25	28·00	52·00	80·00
Edinburgh (Church of Scotland)	34	34	—	20·59	20·59L	34	—	11·76	11·76	24	—	12·50	12·50	34	73·53	26·47	100·00
,, (Free Church)	44	44	—	47·73	47·73	44	—	9·09	9·09	33	—	33·33	33·33	44	52·27	47·73	100·00
,, (Episcopal Church)	2	2	—	—	—	2	—	—	—	2	—	50·00	50·00	2	100·00	—	100·00
Exeter	20	20	—	15·00	15·00	20	—	15·00	15·00	15	—	20·00	20·00	20	5·00	60·00	65·00
Glasgow (Church of Scotland)	39	39	—	23·08	23·08	39	2·56	23·08	25·64	33	—	48·48	48·48	39	53·85	41·03	94·88
,, (Free Church)	38	38	—	31·58	31·58L	38	2·63	31·58	34·21	20	5·00	30·00	35·00	38	84·22	15·78	100·00
Hammersmith	34	34	—	26·47	26·47	34	—	26·47	26·47	30	3·33	10·00	13·33	34	41·18	58·82	100·00
Highbury	27	27	3·71	77·77	81·48L	27	—	29·62	29·62	26	—	50·00	50·00	27	33·33	55·55	88·88
Peterborough	22	22	4·54	9·09	13·63	22	—	4·54	4·54	22	4·54	40·91	45·45	21	19·05	57·14	76·19
Saltley	33	33	—	12·12	12·12	33	9·09	15·15	24·24	33	3·03	15·15	18·18	33	27·27	54·54	81·81
Westminster	31	31	—	61·29	61·29	31	16·13	61·29	77·42	31	9·68	22·58	32·26	31	45·16	51·61	96·77
Winchester	8	8	—	12·50	12·50	8	25·00	50·00	75·00	8	—	50·00	50·00	8	37·50	62·50	100·00
York and Ripon	29	29	—	31·03	31·03	29	6·90	44·82	51·72	20	—	55·00	55·00	29	44·83	55·17	100·00
Per-centage on Totals	—	—	2·71	34·29	37·00	—	5·90	29·03	34·93	—	5·54	35·60	41·14	—	38·82	49·20	88·02

Tabulated Results of Examination, Christmas 1863—*continued.*

Female Students of the First Year.

Normal School.	Total No. of Students.	Bible.				Catechism, Liturgy, &c.				Arithmetic.				Grammar.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	24	24	29·17	58·33	87·50	24	12·50	58·33	70·83	24	37·50	62·50	100·00	24	16·66	75·00	91·66
Brighton	26	26	42·31	53·84	96·15	26	23·08	65·38	88·46	26	7·69	92·31	100·00	26	15·38	76·92	92·30
Bristol	37	37	48·65	45·94	94·59	37	64·86	35·14	100·00	37	18·92	70·27	89·19	37	16·22	75·67	91·89
Cheltenham	36	36	61·11	38·88	100·00	36	47·22	44·44	91·66	36	30·55	55·55	86·11	36	22·22	72·22	94·44
Derby	24	24	29·16	50·00	79·16	24	45·83	45·83	91·66	24	33·33	54·17	87·50	24	20·83	66·66	87·50
Durham	27	27	51·85	40·74	92·59	27	33·33	51·85	85·18	27	48·15	40·74	88·88	27	37·04	59·25	96·29
Edinburgh (Church of Scotland)	68	68	42·64	50·00	92·64	66	4·55	54·54	59·09	68	32·36	45·58	77·94	68	10·29	76·47	86·76L
„ (Free Church)	50	50	78·00	20·00	98·00	50	54·00	38·00	92·00	50	24·00	62·00	86·00	50	18·00	70·00	88·00L
Glasgow (Church of Scotland)	56	56	46·43	41·07	87·50	55	20·00	56·36	76·36	56	10·71	50·00	60·71	56	10·71	76·79	87·50
„ (Free Church)	49	49	61·22	32·65	93·87	43	13·95	62·79	76·74	49	14·28	51·02	65·30	49	12·24	71·43	83·67
Home and Colonial	71	71	47·89	46·48	94·37	71	46·48	39·44	85·92	71	22·53	73·24	95·77	71	47·89	49·29	97·18
Lincoln	18	18	50·00	44·44	94·44	18	11·11	88·88	100·00	18	11·11	72·22	83·33	18	22·22	72·22	94·44
Liverpool	42	—	—	—	—	—	—	—	—	42	19·05	64·28	83·33	42	26·19	61·90	88·09
Norwich	21	21	57·14	42·86	100·00	21	47·61	52·39	100·00	21	47·61	47·61	95·22	21	14·28	76·19	90·47
Ripon	42	42	40·48	47·61	88·09	42	33·33	50·00	83·33	42	14·29	66·66	80·95	42	16·66	61·90	78·57
St. Leonard's-on-Sea	21	—	—	—	—	—	—	—	—	21	—	66·66	66·66	21	19·05	71·43	90·48
Salisbury	30	30	66·66	30·00	96·66	30	66·66	33·33	100·00	30	40·00	60·00	100·00	30	26·66	46·66	73·33
Stockwell	71	—	—	—	—	—	—	—	—	71	52·11	38·03	90·14	71	28·16	63·38	91·54
Truro	15	15	13·33	66·66	80·00	15	13·33	80·00	93·33	15	13·33	46·66	60·00	15	6·66	60·00	66·66
Warrington	49	49	51·02	44·89	95·91	49	38·77	55·10	93·87	49	26·53	67·34	93·87	49	28·57	67·34	95·91
Westminster	36	—	—	—	—	—	—	—	—	36	47·22	38·88	86·11	36	13·88	83·33	97·22L
Whitelands	55	55	47·27	50·91	98·18	55	80·00	18·18	98·18	55	54·54	45·45	100·00	55	43·64	54·54	98·18L
Per-centage on Totals	—	—	49·85	43·55	93·40	—	37·88	48·33	86·21	—	28·80	56·68	85·48	—	23·04	66·94	89·98

Tabulated Results of Examination, Christmas 1863—*Female Students of the First Year*—continued.

Normal School.	Total No. of Students.	Composition.				School Management.				Reading and Repetition.				Spelling.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	24	24	8·33	91·66	100·00	24	37·50	62·50	100·00	24	75·00	25·00	100·00	24	29·17	70·83	100·00
Brighton	26	26	—	65·38	65·38	26	7·69	88·46	96·15	26	46·15	50·00	96·15	26	50·00	50·00	100·00
Bristol	37	37	8·11	72·97	81·08	37	18·92	81·08	100·00	37	43·24	54·05	97·29	37	48·65	43·24	91·89
Cheltenham	36	36	47·22	52·77	100·00	36	63·88	36·11	100·00	36	41·66	55·55	97·22	36	41·66	52·77	94·44
Derby	24	24	20·83	62·50	83·33	24	45·83	54·17	100·00	24	37·50	58·33	95·83	24	29·17	58·33	87·50
Durham	27	27	18·52	77·77	96·29	27	66·66	33·33	100·00	27	44·44	48·15	92·59	27	40·74	59·26	100·00
Edinburgh (Church of Scotland)	68	68	42·65	45·58	88·23	68	16·17	61·77	77·94	68	100·00	—	100·00	68	92·64	5·88	98·52
„ (Free Church)	50	50	50·00	42·00	92·00	50	24·00	62·00	86·00	50	98·00	2·00	100·00	50	88·00	10·00	98·00
Glasgow (Church of Scotland	56	56	37·50	50·00	87·50	56	1·79	55·35	57·14	56	75·00	25·00	100·00	56	32·14	10·71	92·85
„ (Free Church)	49	49	65·30	26·53	91·83	49	22·44	51·02	73·46	49	93·88	6·12	100·00	49	85·71	12·24	97·95
Home and Colonial	71	71	33·80	66·20	100·00	71	67·61	32·39	100·00	71	71·83	28·17	100·00	71	54·93	39·44	94·37
Lincoln	18	18	27·77	72·22	100·00	18	77·77	22·22	100·00	18	66·66	33·33	100·00	18	44·44	44·44	88·88
Liverpool	42	42	21·42	73·81	95·23	42	16·66	69·05	85·71	42	50·00	42·85	92·85	42	45·24	54·76	100·00
Norwich	21	21	42·86	57·14	100·00	21	61·90	38·10	100·00	21	76·19	23·81	100·00	21	42·86	57·14	100·00
Ripon	42	42	9·52	59·52	69·04	42	11·90	85·71	97·61	42	52·38	47·62	100·00	42	42·85	52·38	95·23
St. Leonard's-on-Sea	21	21	14·28	71·43	85·71	21	14·28	47·62	61·90	21	19·05	66·66	85·71	21	38·10	52·38	90·48
Salisbury	30	30	—	83·33	83·33	30	16·66	80·00	96·66	30	53·33	46·66	100·00	30	66·66	33·33	100·00
Stockwell	71	71	2·81	88·73	91·54	71	25·35	71·83	97·18	71	50·70	47·89	98·59	71	73·24	23·94	97·18
Truro	15	15	—	53·33	53·33	15	—	80·00	80·00	15	33·33	53·33	86·66	15	20·00	80·00	100·00
Warrington	49	49	16·32	75·51	91·83	49	38·77	61·22	100·00	49	59·18	40·82	100·00	49	30·61	59·18	89·79
Westminster	36	36	16·66	61·11	77·77	36	41·66	50·00	91·66	36	36·11	61·11	97·22	36	66·66	27·77	94·44
Whitelands	55	55	30·91	63·63	94·54	55	65·45	34·55	100·00	55	50·90	49·00	99·90	55	50·90	43·64	94·54
Per-centage on Totals	—	—	26·04	63·02	89·06	—	33·18	57·14	90·32	—	62·21	35·37	97·58	—	58·04	37·10	95·74

Tabulated Results of Examination, Christmas 1863—*Female Students of the First Year*—continued.

Normal School.	Total No. of Students.	Penmanship.				History.				Geography.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	24	24	62·50	37·50	100·00	24	—	37·50	37·50	24	29·16	62·50	91·66
Brighton	26	26	46·15	53·85	100·00	26	—	26·92	26·92	26	—	26·92	26·92
Bristol	37	37	27·03	62·16	89·19	37	—	37·83	37·83	37	—	56·76	56·76
Cheltenham	36	36	44·44	55·55	100·00	36	19·44	61·11	80·55L	36	2·77	69·44	72·22 L
Derby	24	24	29·17	66·66	95·83	24	4·17	41·66	45·83	24	4·17	41·66	45·83
Durham	27	27	37·04	55·55	92·59	27	14·81	70·37	85·18	27	55·55	37·04	92·59
Edinburgh (Church of Scotland)	68	68	17·64	42·65	60·29	68	4·41	42·65	47·06	68	5·88	14·70	20·58
„ (Free Church)	50	50	8·00	54·00	62·00	50	6·00	60·00	66·00	50	12·00	36·00	48·00
Glasgow (Church of Scotland)	56	56	35·71	50·00	85·71	56	—	39·28	39·28	56	—	7·14	7·14
„ (Free Church)	49	49	6·12	61·22	67·34	49	2·04	65·30	67·34	49	—	46·93	46·93
Home and Colonial	71	71	50·70	49·30	100·00	71	11·27	74·65	85·92L	71	22·53	54·93	77·46
Lincoln	18	18	72·22	27·77	100·00	18	—	27·77	27·77	18	5·55	55·55	61·11
Liverpool	42	42	30·95	64·28	95·23	42	11·91	61·90	73·81	42	9·52	35·71	45·23
Norwich	21	21	52·39	47·61	100·00	21	—	28·56	28·56	21	9·52	71·43	80·95
Ripon	42	42	19·05	69·04	88·09	42	7·14	47·62	54·76	42	11·90	40·48	52·38
St. Leonard's-on-Sea	21	21	28·57	47·62	76·19	21	—	52·38	52·38	21	33·33	42·86	76·19
Salisbury	30	30	6·66	73·33	80·00	30	13·33	56·66	70·00	30	6·66	60·00	66·66 L
Stockwell	71	71	43·66	53·52	97·18	71	1·41	60·56	61·97	71	22·54	46·47	69·01
Truro	15	15	6·66	46·66	53·33	15	—	46·66	46·66	15	6·66	20·00	26·66
Warrington	49	49	38·77	61·22	100·00	49	4·08	77·55	81·63	49	18·37	44·89	63·26
Westminster	36	36	27·77	69·44	97·22	36	2·77	19·44	22·22	36	2·77	55·55	58·33 L
Whitelands	55	55	32·72	61·82	94·54	55	7·27	52·73	60·00	55	16·36	52·73	69·09
Per-centage on Totals	—	—	31·91	55·65	87·56	—	5·41	52·65	58·06	—	12·33	42·97	55·30

Tabulated Results of Examination, Christmas 1863.—*Female Students of the First Year*—continued.

Normal School.	Total No. of Students.	Needlework.				Domestic Economy.				Music.			
		No. taking the Exercise.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	24	24	75·00	25·00	100·00	24	45·83	50·00	95·83	24	8·33	62·50	70·83
Brighton	26	26	—	61·53	61·53	26	53·85	46·15	100·00	26	—	—	—
Bristol	37	37	40·54	59·46	100·00	37	78·38	21·62	100·00	34	—	20·59	20·59
Cheltenham	36	36	19·44	50·00	69·44	36	50·00	47·22	97·22	33	9·09	30·30	39·39
Derby	24	24	8·33	45·83	54·16	24	62·50	33·33	95·83	24	—	4·16	4·16
Durham	27	27	11·11	62·96	74·07	27	70·37	29·63	100·00	27	11·11	25·93	37·04
Edinburgh (Church of Scotland)	68	68	27·94	63·23	91·17	68	44·11	50·00	94·11	64	4·68	12·50	17·18
„ (Free Church)	50	50	6·00	80·00	86·00	50	58·00	36·00	94·00	44	2·27	27·27	29·54
Glasgow (Church of Scotland)	56	56	10·71	60·71	71·42	56	53·57	39·28	92·85	48	10·42	60·41	70·83
„ (Free Church)	49	49	32·65	55·10	87·75	49	28·57	69·38	97·95	31	3·22	25·81	29·03
Home and Colonial	71	71	42·25	47·89	90·14	71	66·20	32·39	98·59	71	14·08	42·25	56·33
Lincoln	18	18	44·44	44·44	88·88	18	50·00	50·00	100·00	18	—	16·66	16·66
Liverpool	42	42	21·43	57·14	78·57	42	47·62	52·38	100·00	40	10·00	22·50	32·50
Norwich	21	21	23·80	42·86	66·66	21	57·14	42·86	100·00	21	4·76	23·80	28·56
Ripon	42	42	—	4·76	4·76	42	76·19	23·81	100·00	42	—	23·81	23·81
St. Leonard's-on-Sea	21	21	—	80·95	80·95	21	42·86	52·38	95·24	17	—	—	—
Salisbury	30	30	40·00	53·33	93·33	30	50·00	50·00	100·00	30	10·00	16·66	26·66
Stockwell	71	71	14·08	52·11	66·19	71	81·69	18·31	100·00	71	9·86	19·71	29·57
Truro	15	15	6·66	33·33	40·00	15	73·33	26·66	100·00	4	—	25·00	25·00
Warrington	49	49	38·73	53·06	89·79	49	83·68	16·32	100·00	49	6·12	48·98	55·10
Westminster	36	36	11·11	66·66	77·77	36	75·00	25·00	100·00	35	2·85	2·85	5·70
Whitelands	55	55	23·63	47·27	70·90	55	52·73	45·45	98·18	55	5·45	67·27	72·72
Per-centage on Totals	—	—	22·93	53·22	76·15	—	59·79	38·13	97·92	—	6·19	29·21	35·40

Tabulated Results of Examination, Christmas 1863—*continued.*

FEMALE STUDENTS OF THE SECOND YEAR.

Normal School.	Total No. of Students.	Bible.				Catechism and Liturgy.				Arithmetic.				Grammar.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	30	30	40·00	60·00	100·00	30	26·66	63·33	90·00	30	76·66	23·33	100·00	30	63·33	36·66	100·00
Brighton	20	20	10·00	90·00	100·00	20	5·00	75·00	80·00	20	10·00	70·00	80·00	20	20·00	70·00	90·00
Bristol	38	38	31·58	60·53	92·11	38	18·42	68·42	86·84	38	28·95	63·16	92·11	38	10·53	89·47	100·00
Cheltenham	22	22	72·73	27·27	100·00	22	22·73	36·36	59·09	22	50·00	50·00	100·00	22	50·00	40·90	90·90
Derby	20	20	35·00	60·00	95·00	20	25·00	35·00	60·00	20	35·00	60·00	95·00	20	25·00	60·00	85·00
Durham	20	20	80·00	20·00	100·00	20	30·00	55·00	85·00	20	50·00	40·00	90·00	20	30·00	65·00	95·00
Edinburgh (Church of Scotland)	41	41	26·83	65·85	92·68	39	7·69	51·28	58·97	41	26·83	58·53	85·36	41	51·23	48·78	100·00L
„ (Free Church)	39	39	69·23	28·20	97·43	37	70·27	24·32	94·59	39	38·46	56·41	94·87	39	2·56	87·18	89·74L
Glasgow (Church of Scotland)	28	28	21·43	67·85	89·28	28	50·00	46·43	96·43	28	21·43	50·00	71·43	28	10·71	71·43	82·14
„ (Free Church)	29	29	58·62	41·38	100·00	28	50·00	42·85	92·85	29	17·24	65·51	82·75	29	13·79	79·31	93·10
Homie and Colonial	49	49	71·43	28·57	100·00	49	36·73	53·06	89·79	49	32·65	65·30	97·95	49	51·02	48·98	100·00
Lincoln	21	21	57·14	42·86	100·00	21	19·05	66·66	85·71	21	52·38	47·62	100·00	21	76·19	23·81	100·00
Liverpool	27	—	—	—	—	—	—	—	—	27	37·03	59·26	96·29	27	85·19	14·81	100·00
Norwich	20	20	80·00	20·00	100·00	20	35·00	45·00	80·00	20	20·00	75·00	95·00	20	10·00	90·00	100·00
Ripon	16	16	62·50	37·50	100·00	16	18·75	56·25	75·00	16	50·00	50·00	100·00	16	12·50	75·00	87·50
St. Leonard's-on-Sea	11	—	—	—	—	—	—	—	—	11	—	81·81	81·81	11	—	90·90	90·90
Salisbury	35	35	57·14	42·86	100·00	35	14·29	65·71	80·00	35	37·14	54·28	91·42	35	48·57	45·71	94·28
Stockwell	28	—	—	—	—	—	—	—	—	28	75·00	25·00	100·00	28	28·57	71·43	100·00
Truro	10	10	30·00	70·00	100·00	10	10·00	70·00	80·00	10	30·00	40·00	70·00	10	30·00	70·00	100·00
Warrington	49	49	57·14	42·86	100·00	49	18·37	59·18	77·55	49	28·57	67·34	95·91	49	30·61	67·34	97·95
Westminster	18	—	—	—	—	—	—	—	—	18	38·88	61·11	100·00	18	72·22	27·77	100·00L
Whitelands	51	51	80·39	19·61	100·00	51	43·13	45·10	88·23	51	70·59	29·41	100·00	51	47·06	52·94	100·00L
Per-centage on Totals	—	—	54·09	43·87	97·96	—	29·64	52·53	82·17	—	39·23	53·70	92·93	—	36·33	59·65	95·98

Tabulated Results of Examination, Christmas 1863—*Female Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Composition.				School Management.				Reading and Repetition.				Spelling.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	30	30	—	90·00	90·00	30	6·66	66·66	73·33	30	100·00	—	100·00	30	76·66	23·33	100·00
Brighton	20	20	—	85·00	85·00	20	30·00	65·00	95·00	20	50·00	45·00	95·00	20	40·00	60·00	100·00
Bristol	38	38	10·53	81·58	92·11	38	36·84	60·53	97·37	38	52·63	47·37	100·00	38	42·11	52·63	94·74
Cheltenham	22	22	9·09	90·91	100·00	22	31·82	68·18	100·00	22	63·64	36·36	100·00	22	63·64	36·36	100·00
Derby	20	20	—	80·00	80·00	20	5·00	55·00	60·00	20	80·00	20·00	100·00	20	65·00	35·00	100·00
Durham	20	20	20·00	75·00	95·00	20	50·00	50·00	100·00	20	55·00	45·00	100·00	20	90·00	10·00	100·00
Edinburgh (Church of Scotland)	41	41	36·58	48·78	85·36	41	19·51	48·78	68·29	41	100·00	—	100·00	41	92·68	7·32	100·00
„ (Free Church)	39	39	46·15	41·03	87·18	39	30·76	43·59	74·35	39	92·31	7·69	100·00	39	94·87	—	94·87
Glasgow (Church of Scotland)	28	28	32·14	53·57	85·71	28	7·14	28·57	35·71	28	53·57	39·28	92·85	28	78·57	14·28	92·85
„ (Free Church)	29	29	62·07	34·48	96·55	29	31·03	51·72	82·75	29	93·10	6·90	100·00	29	86·21	13·79	100·00
Home and Colonial	49	49	6·12	93·88	100·00	49	36·73	61·22	97·95	49	85·71	14·29	100·00	49	77·55	20·40	97·95
Lincoln	21	21	9·53	90·47	100·00	21	66·66	33·33	100·00	21	85·71	14·29	100·00	21	61·90	38·10	100·00
Liverpool	27	27	51·85	48·15	100·00	27	44·44	55·55	100·00	27	85·19	14·81	100·00	27	81·48	18·52	100·00
Norwich	20	20	—	90·00	90·00	20	5·00	85·00	90·00	20	90·00	10·00	100·00	20	85·00	10·00	95·00
Ripon	16	16	—	100·00	100·00	16	18·75	81·25	100·00	16	68·75	31·25	100·00	16	81·25	18·75	100·00
St. Leonard's-on-Sea	11	11	9·09	90·90	100·00	11	—	72·72	72·72	11	18·18	63·63	81·81	11	27·27	72·72	100·00
Salisbury	35	35	2·86	94·28	97·14	35	22·85	71·43	94·28	35	54·28	42·86	97·14	35	77·14	20·00	97·14
Stockwell	28	28	21·42	75·00	96·42	28	50·00	50·00	100·00	28	78·57	21·43	100·00	28	82·14	14·28	96·42
Truro	10	10	—	100·00	100·00	10	20·00	80·00	100·00	10	60·00	40·00	100·00	10	100·00	—	100·00
Warrington	49	49	—	93·87	93·87	49	4·08	61·22	65·30	49	69·39	30·61	100·00	49	53·06	44·89	97·95
Westminster	18	18	5·55	88·88	94·44	18	38·88	55·55	94·44	18	94·44	5·55	100·00	18	72·22	27·77	100·00
Whitelands	51	51	3·92	94·11	98·03	51	33·33	66·66	100·00	51	56·87	43·13	100·00	51	84·31	15·69	100·00
Per-centage on Totals	—	—	16·08	77·65	93·73	—	27·17	58·36	85·53	—	74·12	24·92	99·04	—	74·28	23·95	98·23

Tabulated Results of Examination, Christmas 1863—*Female Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Penmanship.				History.				Geography.				Needlework.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Exercise.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	30	30	13·33	63·33	76·66	30	—	100·00	100·00	30	10·00	60·00	70·00	30	90·00	10·00	100·00
Brighton	20	20	—	75·00	75·00	20	—	60·00	60·00	20	10·00	30·00	40·00	20	30·00	50·00	80·00
Bristol	38	38	7·89	65·79	73·68	38	5·26	42·11	47·37	38	10·53	47·36	57·89	38	31·58	60·53	92·11
Cheltenham	22	22	18·18	77·27	95·45	22	—	63·64	63·64 L	22	9·09	22·73	31·82L	22	27·27	59·09	86·36
Derby	20	20	20·00	70·00	90·00	20	5·00	50·00	55·00	20	10·00	30·00	40·00	20	40·00	50·00	90·00
Durham	20	20	20·00	75·00	95·00	20	—	95·00	95·00	20	10·00	25·00	35·00	20	50·00	45·00	95·00
Edinburgh (Church of Scotland)	41	41	17·07	68·29	85·36	41	7·32	58·53	65·85	41	12·19	24·39	36·58	41	65·85	34·15	100·00
„ (Free Church)	39	39	20·51	51·28	71·79	39	12·82	48·71	61·53	39	10·26	25·64	35·90	39	43·59	56·41	100·00
Glasgow (Church of Scotland)	28	28	32·14	53·57	85·71	28	—	82·14	82·14	28	10·71	25·00	35·71	28	17·86	67·85	85·71
„ (Free Church)	29	29	37·93	51·72	89·65	29	31·03	68·97	100·00	29	10·34	24·14	34·48	29	44·83	51·72	96·55
Home and Colonial	49	49	10·20	69·39	79·59	49	24·49	61·22	85·71 L	49	12·24	26·53	38·77	49	83·67	14·28	97·95
Lincoln	21	21	28·57	71·43	100·00	21	14·29	66·66	80·95	21	9·52	52·38	61·90	21	66·66	28·57	95·23
Liverpool	27	27	74·07	25·93	100·00	27	—	88·88	88·88	27	11·11	44·44	55·55	27	70·37	29·63	100·00
Norwich	20	20	30·00	65·00	95·00	20	—	90·00	90·00	20	10·00	30·00	40·00	20	35·00	65·00	100·00
Ripon	16	16	18·75	62·50	81·25	16	43·75	56·25	100·00	16	12·50	31·25	43·75	16	18·75	62·50	81·25
St. Leonard's-on-Sea	11	11	27·27	72·72	100·00	11	9·09	63·63	72·72	11	9·09	27·27	36·36	11	—	36·36	36·36
Salisbury	35	35	8·57	62·85	71·42	35	11·42	80·00	91·42	34	11·76	58·82	70·58L	35	77·14	20·00	97·14
Stockwell	28	28	53·57	42·85	96·42	28	17·85	71·43	89·28	28	14·28	39·29	53·57	28	10·71	78·57	89·28
Truro	10	10	10·00	60·00	70·00	10	—	60·00	60·00	10	10·00	50·00	60·00	10	—	80·00	80·00
Warrington	49	49	10·21	67·34	77·55	49	6·12	73·47	79·59	49	12·25	22·44	34·69	49	55·10	40·81	95·91
Westminster	18	18	44·44	55·55	100·00	18	—	72·22	72·22	18	11·11	22·22	33·33L	18	33·33	50·00	83·33
Whitelands	51	51	15·69	66·66	82·35	51	19·61	64·70	84·31	51	13·72	41·18	54·90	51	47·06	49·01	96·07
Per-centage on Totals	—	—	22·03	62·21	84·24	—	10·45	68·33	78·78	—	11·27	34·46	45·73	—	48·55	44·53	93·08

Tabulated Results of Examination, Christmas 1863—*Female Students of the Second Year*—continued.

Normal School.	Total No. of Students.	Domestic Economy.				Music.				Teaching.			
		No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Subject.	Excellent or Good.	Fair.	Total.	No. taking the Exercise.	Excellent or Good.	Fair.	Total.
Bishop's Stortford	30	30	10·00	70·00	80·00	29	17·24	37·93	55·17	30	40·00	53·33	93·33
Brighton	20	20	15·00	65·00	80·00	19	—	10·52	10·52	20	35·00	45·00	80·00
Bristol	38	38	10·53	60·52	71·05	37	8·11	43·24	51·35	38	57·89	42·11	100·00
Cheltenham	22	22	18·18	77·27	95·45	21	4·76	33·33	38·09	22	40·00	54·55	95·45
Derby	20	20	5·00	45·00	50·00	20	5·00	25·00	30·00	20	45·00	40·00	85·00
Durham	20	20	80·00	20·00	100·00	20	10·00	35·00	45·00	20	40·00	55·00	95·00
Edinburgh (Church of Scotland)	41	41	2·44	36·58	39·02	35	2·86	37·14	40·00	41	100·00	—	100·00
,, (Free Church)	39	39	12·82	46·15	58·97	36	8·33	25·00	33·33	39	89·74	10·26	100·00
Glasgow (Church of Scotland)	28	28	10·71	32·14	42·85	20	35·00	55·00	90·00	28	50·00	46·43	96·43
,, (Free Church)	29	29	—	62·06	62·06	19	21·05	47·37	68·42	29	89·66	10·34	100·00
Home and Colonial	40	40	12·24	75·51	87·75	40	4·08	28·57	32·65	40	65·31	34·69	100·00
Lincoln	21	21	33·33	52·38	85·71	21	4·76	33·33	38·09	21	52·38	47·62	100·00
Liverpool	27	27	11·11	77·77	88·88	26	7·69	30·77	38·46	27	74·07	25·93	100·00
Norwich	20	20	25·00	45·00	70·00	20	5·00	35·00	40·00	20	60·00	40·00	100·00
Ripon	16	16	18·75	50·00	68·75	16	6·25	50·00	56·25	16	50·00	43·75	93·75
St. Leonard's-on-Sea	11	11	27·27	54·54	81·81	10	—	10·00	10·00	11	54·54	27·27	81·81
Salisbury	35	35	14·28	68·57	82·85	31	—	6·45	6·45	35	48·57	45·71	94·28
Stockwell	28	28	21·43	60·71	82·14	28	7·14	25·00	32·14	28	25·00	64·28	89·28
Truro	10	10	10·00	40·00	50·00	10	—	20·00	20·00	10	30·00	70·00	100·00
Warrington	49	49	22·44	51·02	73·46	44	15·91	54·54	70·45	49	51·02	48·98	100·00
Westminster	18	18	11·11	77·77	88·88	18	5·55	22·22	27·77	18	16·66	77·77	94·44
Whitelands	51	51	31·37	54·90	86·27	51	19·60	37·26	56·86	51	56·87	43·13	100·00
Per-centage on Totals	—	—	17·36	56·43	73·79	—	9·81	33·28	42·59	—	57·23	39·39	96·62

REPORTS ON NORMAL SCHOOLS.

REPORT, *for the year* 1863, *by Her Majesty's Inspector, the* Rev. B. M. COWIE, B.D., late Fellow of St. John's College, Cambridge, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS.

MY LORDS,

THE inspection of these schools commenced in May 1863 and was not completed till the end of November 1863. The number of schools visited was 15; the number of resident students therein 896; and the number of officers engaged as principals, vice-principals, lecturers, and teachers (permanent and occasional) is 93.

The total expenditure on these schools for 1863 has amounted to 47,005*l.* 10*s.* 11*d.*, which may be briefly distributed under these four heads:—

	£	s.	d.
Repayment of Government allowances to teachers received on their behalf by the Treasurer of the Schools - - - - - - - - - - (This is the last time this item will appear in my Report.)	2,371	0	0
Expenses of tuition and instruction, including salaries, books, &c. - - - - - - - - - -	15,760	10	1
Expenses of keep, including all housekeeping expenses, which are strictly to be distinguished from the following item - - - - - - -	21,793	7	5
Expenses of establishment, (rates, taxes, insurance, repairs, replacement of furniture) - - - -	6,306	4	6
	£46,231	2	0
Certain extraordinary expenses which cannot be classed under these heads - - - - - - -	774	8	11
Total - - - - -	£47,005	10	11

In Church of England Normal Schools:—	£	s.	d.
In 1859 the aggregate expenditure was - -	44,323	4	5
1860 " " - -	47,720	6	11
1861 " " - -	*53,543	12	6
1862 " " - -	47,125	19	9

Government contribution to the same schools:—

	£	s.	d.
In 1859 - - -	32,042	2	6
1860 - - -	35,825	6	6
1861 - - -	38,115	12	6
1862 - - -	37,389	5	0

As the Art. 102 of the Revised Code provides that no grant in 1864 shall exceed 75 per cent. of the expenditure

* Including 9,524*l.* 5*s.* (building expenditure).

of 1863, I have not thought it unimportant to set down the amount of aggregate expenditure for the last four years, that there may be no lack of information, if any person who examines these grants, should inquire whether, under the prospective change of Art. 102, the expenditure for 1863 had shown any sudden increase.

That the expenditure has not been increased in order to justify a larger grant for the next year is guaranteed to the public by this fact,—that the managers must themselves contribute the whole excess.

The income of these schools for 1863 is returned as 48,678*l.* 9*s.* 10*d.*.

It may be analysed as follows:—	£.	s.	d.
Contributed by the Committee of Council	38,471	11	4
„ by managers -	9,245	4	11
„ by students' payments -	961	13	7
	£48,678	9	10

The two latter items represent the efforts made by the Church at large, either in its collective capacity or by its individual members. It represents only 20·9 per cent. of the whole. Under the new system it will be absolutely necessary that more funds should be raised in this way. The attempt has been made by endeavouring to make the students pay for their education themselves. The information which I have collected on this subject is scanty, chiefly because all the methods now proposed or acted upon are tentative; many will have to be abandoned; some have been already cancelled; and all will probably be modified in some way before January 1865.

At York a charge of 5*l.* for first year and 2*l.* for second year; at Chichester 25*s.* a quarter first year, 10*s.* a quarter second year; at Carmarthen, St. Mark's Chelsea, Battersea, Highbury, Carnarvon, Exeter, Peterborough, for this year the students are admitted gratis; at Cheltenham, there is an admission fee of 10*l.*; at Culham, an entrance fee of 10*l.*, and 3*l.* in each year of training,—the entrance fee to be returned when the student has obtained his certificate; at Saltley, an admission fee of 5*l.*, also to be returned when the student has gained his certificate; at Durham, 5*l.* on entrance, 2*l.* at beginning of second year; at Winchester, 3*l.* or 5*l.* each year, according as the students are in the first or second class at the examination; at Chester, 4*l.* or 5*l.* for first year as the candidate is placed in the admission examination either in the first or second class, 2*l.* or 3*l.* for the second year as the candidate is placed in the first or second class at his first Christmas examination.

All the preceding regulations apply to those students who have passed the admission examination, which is held by Government inspectors in the week before Christmas.

The payments to be made by other students vary from 20*l.* to 25*l.* per annum.

Your Lordships recognize no youths as students in training except those who can pass an examination before admission to the Normal schools, showing that they are qualified to derive the benefit which these institutions hold out. By this regulation your Lordships confine the Normal schools to their legitimate work of training men for the office of school teacher. If any candidates are unable to pass this examination it is better they should wait for a year and prepare themselves for it, that the instructors in the college may be able to begin their professional training at once.

The opposition which the regulation has encountered seems to me unreasonable, but if it should continue the alternative which may be considered is this: that the entrance examination be given up, and that the Government examinations be held only for students who have resided one or two years.

The expense of this admission examination is considerable in time and actual cost; and if it determines nothing it may well be given up. At present it is a considerable help to the principals of the training schools in enabling them to select the most suitable candidates, but if it does not define the number of men in training, the Government might leave the selection of candidates entirely free, and save a considerable sum.

The past year has been one of considerable anxiety to all the promoters and managers of Normal schools: it has been so difficult for them to foresee the effect of recent changes that they have hardly had a definite policy before them. It is not that the regulations by which your Lordships have defined the amount of aid to be given in future are objected to, or that the amount of aid is not sufficiently liberal, but the great perplexity is that the maintenance of a supply of candidates for admission is very uncertain.

The lachrymose and peevish tone of the teachers in charge of elementary schools has discouraged many of their young pupil-teachers from seeking the office of schoolmaster. In some cases they have been strongly dissuaded by their late masters from pursuing the profession. The future supply of pupil-teachers (male) is affected by the same cause. Instead of making up their minds to meet the changes which State necessity had forced upon your Lordships in a manly spirit, and with a resolve that under all circum-

stances the great work of Christian education should go on energetically, there has been too much faintheartedness and despondency. Lavish subsidy had lasted too long, and when stopped it was found to have enervated its recipients, and it will take some years, perhaps, to recover a healthy and vigorous tone. But there are not wanting symptoms here and there of this progress to recovery. The larger elementary schools in the district which your Lordships have assigned to me, find that under the Revised Code there is abundant encouragement for hearty and real work, and it is out of these large schools that generally our best pupil-teachers will come.

I need not however pursue this subject now, as in this paper my business is to report to your Lordships how the system is working in the Normal schools, and what difficulties either exist or are apprehended which may impede their prosperity. This then is really the only point of importance, but it is a vital one, viz. :—The uncertainty of the future supply of persons seeking training for the office of elementary teacher in boys' schools.

With the deficiency in the supply of pupil-teachers the demand has risen for assistant masters, and consequently it is found that an increasing number of young men leaving the training schools are now employed as assistant teachers. This is the best introduction they can have to their work. I believe that very few of the young men who left our Normal schools at Christmas 1863 are now unemployed; in the larger metropolitan training schools the principals found no difficulty in placing those who had completed their two years of training.

The prospect of maintaining all the Normal schools which now exist is doubtful. Some of them seem to have great difficulty in securing sufficient annual support. They may be more numerous than the needs of the Church permanently will require, but that the work is one which can drop is to me incredible. No bishop of a diocese can be willing to abandon so enormous a field of influence over the future destinies of the people committed to his charge, as results from the power of training the future teachers of the children of the labouring class. If any work can be called strictly diocesan, surely this must be entitled to that designation. To give up the control of the education of the schoolmaster is to surrender advantages gained of late years in bringing our church organization to bear upon the masses; and it is simply incredible that such apathy should creep over us again; but time alone will show whether the extreme liberality of the State has so enervated us that independent and provident action in this matter cannot be called forth.

With respect to the education of the young men in the Normal schools, two new subjects have been introduced into our examinations; of their success I must say a few words.

The first is *mental arithmetic*. The result has been satisfactory on the whole. I selected a few of the colleges to find how the examination had suited the previous instruction, and from their answers I found that all the questions in the paper had received some attention, and, therefore, that the examination was well suited to their previous preparation. It is difficult to secure that directions on a new subject shall be accurately followed, but in this case they were so precise that scarcely any one transgressed them. Incomplete answers and erasures were always rejected. From the exercise of preparation for this work I expect much good will come. At Highbury especially I heard a most excellent lecture and examination on this subject by Mr. Roe.

The result of the examination in *economy* is not nearly so satisfactory. Perhaps, from the somewhat indefinite nature of the subject and the large extent it covers, this was to be expected. I heard, however, in some training schools very judicious and carefully prepared instruction on points which were obviously included under this head of instruction, and I have no doubt that from year to year, if the teachers in the Normal schools take up the matter earnestly, we shall see some good result.

Having been during the spring engaged very constantly in inspecting and examining elementary schools in the district of Marylebone, which were all large and required considerable care, I have been obliged to omit for this year the special reports on each Training school, an omission which I trust your Lordships will pardon. The changes in the staff of each Normal school, and the modifications of internal management, have been more numerous than usual; but during the year 1864 I hope to find the staff of teachers and the distribution of work settled; the terms of admission, and the conditions under which annual payments by students are to be regulated, will probably be agreed upon during the present year; and I shall be able to make a more complete report on the condition and prospects of these establishments in 1865.*

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

For Financial Returns, *see* Table No. 3, pp. 282–5.

REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND. NORMAL SCHOOLS *for* SCHOOLMISTRESSES.

MY LORDS,

IN each of the reports which I have laid before you for some years I have had to state that the training colleges for schoolmistresses continued in the same condition of efficiency and general prosperity to which they were raised by the system of annual grants, Queen's scholarships, and periodical examinations under your Lordships' authority. This year I feel a peculiar satisfaction in being able to repeat and confirm that statement. Notwithstanding the great change which has been made in the system of elementary education, and in the administration of the Parliamentary grants, a change which directly affects the resources of these institutions, and was looked upon by many with apprehension as calculated indirectly to affect both their position and resources still more seriously, I have still to record a steady and progressive improvement, and a general state of efficiency which, under existing circumstances, supplies a most decisive proof of the soundness and strength of the principles upon which they rest. I have, in fact, to report that every one of the training colleges which I visited last year remains precisely in the same state, under the same management, with the same organization, and, with very few exceptions, the same teachers and officers. I have further to state that, with one single exception, no alteration which can be attributed to the modification of the system administered under your Lordships' authority, has taken place in any institution since my visit. In that one exceptional case an excellent institution has sustained a heavy loss by the resignation of the principal, to whose ability and disinterested exertions it was mainly indebted for its remarkable success; but even there the entire establishment has been re-organized on the same principles and system, and without any material change excepting in the persons of the officials. In one other institution the governesses and superintendent have resigned, but owing to causes wholly unconnected with its financial position. In every other place I look forward with much gratification to the prospect of meeting once more the same familiar faces at my next and final visit of inspection. Looking broadly at the general condition of the training colleges, I can state that, with scarcely an exception, all requisites for the thorough professional training of mistresses for girls' schools are now

General condition of colleges.

found in them. The staff of teachers is in most cases competent and efficient; the practising or model schools are conducted with ability and with especial reference to the practical training of the students; the institutions are all full, in fact there are more candidates for admission than are sufficient to fill up the vacant places; nor has there been any serious difficulty in procuring situations for the students who have left after passing a satisfactory examination at the close of the last two years.

Financial prospects.

That much anxiety has been felt touching the financial prospects of the training colleges, and more especially touching the probable supply of well trained pupil-teachers in future years, is unquestionable, but nothing which has yet occurred can be said to justify serious apprehension. It is admitted on all hands that a considerable reduction in the amount of annual grants was inevitable. I had repeatedly called the attention of managers to the fact that in almost every case the sums which they received from your Lordships were out of all reasonable proportion to the annual expenditure, and that in some cases they considerably exceeded it, and although, as might be expected, many who were present at the conferences which I held with the committees of management last year dwelt much upon the difficulty of keeping up the subscriptions, and the hopelessness of procuring from other sources an income sufficient to defray the expenses, I found in general a willingness to recognize the justice and even the liberality of the arrangements now adopted by the Government. Some indeed would have preferred the maintenance of the former system, which regulated the amount of grants by the number of Queen's scholars in residence and by the results of the annual examinations, and many expressed regret at the withdrawal of payments to the certificated governesses, but upon the whole it appears to be felt that the possible detriment which may accrue from the change of system will be counterbalanced by very obvious advantages, more especially by the increase of power over all inmates in the institution which it secures to the managers. There is also a general feeling that notwithstanding the objections which have been strongly urged against the principle of payment for future results, which are wholly or in part beyond the control of the managers, and for which they do not hold themselves responsible, the adoption of that system will be practically advantageous to all institutions which send out a fair supply of well trained and efficient teachers while it would seem to secure them to a great extent from sudden

and sweeping innovations. If, as those who have considered the question carefully in all its bearings are disposed to admit, the annual grants administered on the new principle will actually amount to a sum little short of three-fourths of the expenditure, it will be a conclusive proof that these institutions do all and even more than all that could have been anticipated, considering that the amount can only be obtained by the practical success of the great majority of the students. With regard to the difficulty of getting larger subscriptions it may be said that up to the present time it was clear to every one who inquired into the subject that subscriptions were not much needed, since if some institutions could be efficiently maintained by the Government grants alone, a severer economy might in every case obviate the necessity of an appeal for contributions. In future, however, it will be equally clear that whatever may be the scale of expenditure, one-fourth of it must be defrayed by the inmates or supporters of the institutions; nor do I doubt when the necessity arises that it will be fairly met. The institutions are doing their work well enough to secure general support when their position is sufficiently known, and the result of stronger appeals to the friends of education in the districts where they are situated will probably be not only a large increase of subscriptions, but what is at least of equal importance, a general increase of interest in their success. At present it is surprising how very little is known, and what singular misconceptions and prejudices are prevalent touching the character and principles of our training colleges, the extent and nature of the instruction, and the personal habits of the students; the diffusion of fuller and more accurate information will be the first and one of the most important of all results of the apprehended necessity for stronger and more general appeals for support.

Relations of officers and students with managers.

I speak with somewhat more of doubt and hesitation upon another point to which the attention of managers has been turned of late. Under the Revised Code the managers are left at perfect liberty to make their own terms both with their officers and with the students. By reducing the payments to the former some saving might be effected, and a very considerable addition to their income is expected by making the latter pay a quota towards the expense of their training.

Salaries of governesses.

With regard to the former alteration, I can only say that I should deprecate it exceedingly. The governesses are persons of high character, good education, and tried ability;

they ought to be and in fact they are the very best specimens of their class. The success of the students depends in a very great measure upon the ability and diligence of these governesses; no amount of energy or talent in the principal or lecturers can compensate for a deficiency in them; their work is severe and unremitting; they are with the students from morning to night; they correct their exercises, give lectures and lessons on all subjects; and, above all, present in their own persons, their demeanour, and their daily life an example of what a young woman may become under the influences of a well organized institution. I must further say that what they ought to be for the most part they really are; I scarcely know any class of persons in which the ideal standard is so nearly reached and by so large a proportion. One proof of this assertion may be given in the fact that while dismissal from the position is almost unheard of (no case within my knowledge, and I have been careful to gather information upon this point, having occurred for some years), the great majority of them remain where they are once placed during the whole period of their school life. I have before my mind some who have held their present appointments since the institutions—now from 16 to 20 years in existence—were first established, and others who came under my notice first as intelligent girls in national schools, then as apprentices, then as Queen's scholars, and who are now governesses in the places where they were trained, working with equal diligence and ability, and giving the impress of their own characters to students with whom they are united by the strongest ties of sympathy. Such agents cannot be too highly valued, and, though in most cases well paid, they certainly are not overpaid. They are not perhaps in a pecuniary point of view more advantageously situated than they would have been as certificated teachers in first-class schools, while the necessary discipline of a large establishment, and the peculiar responsibility of their position, deprive them of some privileges, and impose upon them some trying restraints. If any economical consideration should induce the managers to reduce the salaries of these governesses much below the present average, the result must be a serious and permanent diminution in the efficiency of the institutions, and more especially in the most essential of all points, the careful preparation of the students in elementary subjects. I do not, however, apprehend any immediate reduction. I have found those managers who are really conversant with the working of the system fully aware of

the importance of having good governesses and a sufficient number of them to do the work properly; if, as is possible, in any of the institutions the managers should be so injudicious as to try the effects of a curtailment of the expense of tuition, I doubt not they will be speedily convinced of their mistake by the results of the next examination. Under this head, therefore, I may report that it is improbable any real or permanent saving is to be looked for. In fact the average cost of tuition is more likely to be increased than diminished, both because in some institutions a large part of the work has hitherto been done almost gratuitously, and because the staff in some others might be advantageously increased.

Payments of students.

With regard to the payments of students there is much difference of opinion and of practice. In some places there is a strong feeling that Queen's scholars who have passed through their apprenticeship on the old system ought to have their training free of expense. Their parents consented to their apprenticeship on the understanding that they would be maintained in training colleges if successful at the preliminary examination, with the additional inducement of a personal allowance if placed in the first class. That prospect certainly weighed with the most intelligent and respectable persons of the class, even more than the annual payments during apprenticeship. It is argued that if, as is in fact admitted, the grants from the Government under the present system are likely to be quite as large as was originally expected by the founders of the training colleges, the managers ought to put all Queen's scholars as nearly as possible in the same position which they would have occupied under the former system, that is, they ought to be received and, subject of course to reasonable conditions, trained gratuitously. That view is accepted and acted upon at Derby, the Home and Colonial, and provisionally at least at Lincoln. On the other hand it is urged that the parents of Queen's scholars are generally well able to afford some annual payment, and that it is good for them and their children that they should do something to meet the liberal contributions of the supporters of institutions who are not responsible for changes in the Government system. Such a payment, it is said, takes off the eleemosynary character of the whole transaction, and raises the parents and students in their own estimation. A payment has therefore been exacted from Queen's scholars, varying in amount in most institutions, generally however on the condition that the second year's instruction will be either

gratuitous or at a lower rate. I do not consider that the scale now adopted is to be regarded as final; it is little more than an experiment. There can be no doubt that in most institutions they would much prefer candidates of fair standing in the admission class list without any payment to ordinary students who should defray the whole expense of their maintenance; but within a very few years the question will be definitively settled, either, as I think probable, by fixing a low rate of payment agreed upon by the authorities of all the training colleges, or possibly by admitting all first-class candidates free of expense. With regard to other students, it is clear that a considerable part of the expenses ought to be borne by their parents or patrons. They give more trouble, come ill-prepared for the course of studies, and above all are deficient in the most important of all qualifications, practical experience in the management and instruction of children. There is every reason why they should pay, none why they should be educated at the expense of others. There are, however, some very important considerations to be borne in mind. There is an obvious temptation to managers, who find real difficulty in raising sufficient funds, to receive the children of parents in easy circumstances for a payment sufficient to exempt themselves from all pecuniary responsibility. A training college might become a boarding school, while a certain amount of grants might be depended upon for the students who should evince a special inclination and capacity for the vocation of teachers, the withdrawal of a large number after the close of their training from that vocation might be regarded with comparative indifference. I do not look on this as a mere imaginary danger. It has been discussed more or less seriously by some persons who feel considerable apprehension about the future position of training colleges. If it should be acted upon to any extent the results may be highly injurious. It is the sense of this danger which has satisfied many persons, who were disposed at first sight to object to what appeared to be a serious innovation, that the regulation which excludes all students who do not pass the preliminary examination for admission from the list of those for whom annual grants will be hereafter claimable, is one which upon the whole will work advantageously for the educational system. Upon the whole I am of opinion that in the case of ordinary students an annual fee not exceeding one-half of the average cost of their training may be reasonably demanded, and should the supply of apprentices be materially affected by the changes

made under the Revised Code, I think it probable that the income derivable from this source may go far towards supplying the deficit.

I may seem in this part of my report to have dealt more with uncertain contingencies than with facts which have come officially under my observation, but I beg to state that my object has been to put your Lordships in possession of the points which have been discussed freely in my presence at the conferences with committees of management, which form a very important part of my official duty.

Plan of inspecting and reporting.

I proceed to give an account of other matters which specially engaged my attention during last year's tour of inspection. Then, as on all former occasions, two objects, the one general, the other special, were constantly present to my mind. My first duty was, of course, to ascertain whether all things requisite for the thorough training of the students, for their health and comfort, were supplied in each institution, whether the accommodation is sufficient, the whole establishment in good order, the dietary liberal, the means of instruction adequate, the practising schools well organized and efficiently conducted, the practical and professional training under careful and able superintendence. I have not omitted to call attention to any deficiencies which have come under my observation. I have reported upon them freely in my communications with the office, even more freely and fully in my conferences with the teachers and with the committees of management. The results of these inquiries are recorded briefly in the special reports appended to this general report. My second object has been to collect information or to direct attention to some one point which seemed to call at the time for special consideration. The selection of such a point has been always determined either by circumstances which came under my notice, but about which I felt myself unable to come to a decisive conclusion during a previous tour of inspection, or more frequently by circumstances connected with the general state of elementary education which invested some particular subject with peculiar interest and importance. Thus it may have been observed that some question touching the health, comfort, and training of the students, more especially with reference to the formation of character and practical adaptation to their future duties, or on the other hand bearing upon the financial position, government, and general organization of the institutions, has occupied a prominent place in one or other of my reports. I have reason to believe that this concentration of attention upon particular

points has enabled me to effect some important changes and improvements; it would indeed not be difficult to make out a list of general regulations, or of special modifications in the arrangement of various institutions which have been adopted by the managers after careful discussion of the recommendations which I have thus submitted to their consideration.

Subject investigated last year: adaptation of normal system to requirements of schools under the Revised Code.

This last year the choice of a subject was distinctly pointed out. One thought occupied the minds of managers, teachers, and students. The great question to be considered was how far the system on which the training colleges are at present conducted is calculated to turn out mistresses able to prepare their schools for examination under the provisions of the Revised Code. If, as I believe is the case, a satisfactory answer may be given to this general question, it still remains to be considered whether any modification in detail, especially in the method of teaching elementary subjects, might be advantageously introduced. It is certain that the students, having been brought up under a different system, must require very special preparation. They will have difficulties of a peculiar character to encounter; the relations between them and the managers will be materially changed; their own remuneration and that of their apprentices will altogether depend upon the pleasure of their employers. All these and many similar considerations are keenly felt by every one connected with the training institutions. I kept them constantly before my mind while listening to the lessons given by the governesses and lecturers to the students, and by the students to the children in the practising schools, and they formed the principal subject of discussion in my conferences with the committees of management. It appeared to me that at so critical a juncture I should do well, with the consent, or indeed I may say at the special request of the managers, to address the students collectively on most of these subjects, and to present to them in as clear and practical a form as possible the results of my own observations. I will touch seriatim upon the points which seem to be of most importance, and state what has been done, or what in my opinion ought to be done, in the various institutions in order to prepare their pupils for the work which they will have to do.

Prospects of certificated teachers as regards remuneration.

In the first place I must report that in most institutions, though not in all, considerable pains have been taken to allay the unreasonable apprehensions which very many students felt concerning their future prospects. I always

addressed myself first to this subject, and believe that the observations, which I felt it my duty to make, produced a strong impression upon the students, especially where they were corroborated by the authority of the principals and managers. It would be absurd to deny that certificated teachers under the old system were, if not upon the whole under more advantageous circumstances, yet certainly in a position of greater security and independence; they were assured of a considerable addition to their salary, excepting in cases of disgraceful failure, and of a progressive increase corresponding to the advancement in the class of their certificate upon which they might reasonably calculate. Much allowance must be made for the feelings of a young person who has been brought up with such expectations, and finds them suddenly and entirely brought to an end. But judicious principals are careful to remind them that the real question which a sensible and right-minded person has to consider in entering upon a new sphere of duty is whether it presents reasonable advantages, whether it offers under ordinary circumstances an adequate remuneration such as will support her in comfort and respectability, and enable her with due care and economy to make a fair provision for old age. That question may be regarded as settled so far as regards efficient teachers. There can be no doubt that it will more than ever be the interest of managers to secure the services of the best and most practical teachers; and notwithstanding all that has been said to the contrary, it is probable, indeed nearly certain, that they will be able to afford a sufficient stipend, not perhaps upon an average far short of that which has hitherto been secured to certificated teachers, and in some cases exceeding it. Calculations to this effect have been carefully prepared; it has been shown that the grants under the Revised Code in large schools thoroughly prepared for examination will not fall short of what they formerly received, and that in the case of small schools they may be and probably will be considerably larger; and although in the case of the numerous schools with an attendance averaging from 50 to 200 there may be a general reduction, the amount to be secured, with due attention, will be amply sufficient to enable managers to pay a reasonable stipend to their teachers. Other points may be incidentally noticed, such for instance as the probability that the school fees will be generally raised, and that when the results of repeated examination have demonstrated, as I for my part doubt not they will demonstrate, the soundness and efficiency of the system of training, sub-

scriptions will be more liberal and a larger number of persons interested in the support of elementary schools. It is of course clear that too much stress ought not to be laid on this topic. Students ought to be actuated, and really are for the most part actuated by other and higher considerations. Still it is right, and under present circumstances necessary, both for their own sake and for the sake of their parents, who have undoubtedly been greatly troubled by late discussions, to set before them the true state of the case. So far as the actual results at present are concerned, it may be sufficient to state that little difficulty has been experienced in finding situations for the students with salaries upon the average somewhat lower than in former years, taking allowances from the Government into calculation, but quite sufficient to satisfy reasonable expectations. I do not present a tabular statement this year because I believe that the results would give an erroneous impression. It has been a season of trial and perplexity; managers have not yet ascertained what they can afford to pay; many have not yet learned that it is their interest to pay high salaries for good teachers, and the adjustment between the supply and demand is still unsettled; but next year in winding up the accounts of my proceedings as inspector I will endeavour to ascertain what salaries are actually offered and paid to all students who have left the training institutions since the new minutes came into operation.

Prospects of teachers as regards assistance in their schools.

Closely connected with this subject is another on which it was natural and justifiable that students should feel much anxiety, since their success as teachers must to a great extent depend upon a satisfactory settlement. I refer to the question whether they may look forward to such assistance in their own schools as was generally given to the teachers of schools in which they were themselves apprenticed. Is it likely that they will have a sufficient supply of pupil-teachers? In most institutions the managers have tried to get information, and I must say that they generally share the apprehensions of the students, although, as might be expected, they are careful not to represent the matter in such a light as unduly to depress their spirits. I have stated with all possible clearness the reasons which have led me to a different conclusion. Whenever positive advantages are offered and properly explained to persons who are looking out for an opening in life for their children, and the future prospects of the children are substantially secure and satisfactory, there is little reason to fear but that within a reasonable time large numbers will be found anxious to avail

themselves of the benefits. Now it is possible that the payments to female apprentices, depending as they do upon the liberality and good sense of the managers, will be generally less than they were under the former system; it is in fact to be expected, for although boys between 13 and 18 years old could in most localities earn more than the portion of their stipend which went to their parents, that certainly was not the case with girls. An average allowance of 15*l.* for five years was more than sufficient to command a large supply, and even, as my own experience proves, a somewhat severe competition. The withdrawal of so large a bounty, and the change in the relations between the apprentices and school managers, have of course produced much uneasiness, and unsettled the parents' minds, and for a short season there may possibly be some difficulty, if not generally, yet in many places, in getting a large number of candidates. It is, however, a fact, that under ordinary circumstances the very best thing that any respectable parent can do in behalf of a good, modest, intelligent, and industrious girl is to bind her as apprentice to a thoroughly good schoolmistress. In no other way can he secure for her such immediate advantages of mental and moral training, or such future advantages as those open to her if she is admitted into a training college, and obtains a situation afterwards in a well appointed National school. The payments to apprentices will of course be regulated by the usual principles of supply and demand, and by the ascertained value of the services which they will render to their employers. I believe that the demand will increase, and that the services of pupils will be recognized as all but indispensable, except in the very rare instances where managers are able and willing to pay a sufficient number of adult teachers to work every part of their school. I do not fear a falling off in the supply. So far as my own observation extends it leads me to expect, that although there may be great difficulty in getting male apprentices, a difficulty which in the few metropolitan schools I have to inspect is represented to be insurmountable, there will be even in the course of next year a fair supply of well qualified female candidates, and that the supply will have a continual tendency to increase. I have, therefore, felt no scruple in speaking somewhat strongly to the students, who really needed to be reassured, and I am satisfied that in all training colleges the managers will take pains to collect information upon the subject.

Every consideration suggested by the foregoing remarks bears strongly upon the most important subject of all. It is

Importance of personal qualifications of

teachers under the Revised Code.

certain that the success of a teacher, her income, her position, the instrumentality with which she will be supplied, her reputation and all her prospects, will depend far more directly and exclusively than ever upon personal qualifications, upon her diligence, skill, and tact in teaching, and her ability to keep every individual in her school at work. I find in every place that the principals and teachers of method are fully aware of this. I did but repeat and urge what they were unanimous in stating that henceforth managers would have a sure and decisive test of those qualifications. They will compare notes with one another, they will ascertain the causes of success or failure. Every student feels, or should be made to feel, that without industry and practical ability no amount of attainment or general ability will secure her scholars from failure and herself from disgrace. The position will be one of singular, perhaps excessive responsibility, for a young person for the first time in charge of a large school with duties at once the most important and most difficult which could devolve upon her. I look forward, however, for my own part with hope, and, in the case of most students trained in these institutions, with confidence to the future results. I have already had some opportunity of watching the work done in National schools under the Revised Code by female teachers from various institutions, and while I have noted some cases of comparative failure, in most I have had the satisfaction of recording a very remarkable success, a very small per-centage of the children having fallen short of the prescribed standard. There are sufficient grounds for encouragement as well as for warning, the warning being most needed by quick, intelligent, but somewhat over confident students, the encouragement often needed and of course best deserved by the painstaking and conscientious.

Measures adopted to prepare the students for working schools on new system.

I pass to the practical question what measures have been adopted generally or in any institutions to prepare the students for the special trial. The chief preparation must be in the practising schools. I must report generally, that while a good deal had been done before my visit much remained to be done in some institutions, and in others a very considerable modification of system was indispensable. The first thing that is absolutely necessary is to ascertain the individual progress of every child. This can only be done by careful and frequent examination, the results of which should be recorded with the utmost accuracy, and be the subject of lectures, or still better of discussion between the students, the mistresses of the schools, and the teachers of method. It

is a good plan, which has been tried in many institutions, to have schedules exactly corresponding to those used by the inspector, and to fill them up on the same system at the end of every quarter; it is still better to have an additional column, in which the peculiar causes to which each child's proficiency or backwardness may be assigned are carefully registered. I found the latter plan pursued in a school which I visited early in the year, and although it had not been formally adopted in any other of the practising schools under my inspection, I ascertained that in some form or other the information was really accessible, and that the mistresses, in most cases, were able at once to answer specific questions concerning every child. I have invariably recommended that the students when they enter the practising schools should have such a record at once put into their hands, and that they should master it thoroughly in the course of the first week. A large card with all needful facts distinctly stated is, I am happy to say, now generally prepared for each class.

Efficiency of practising schools.

With regard to the efficiency of the practising schools, upon which after all, far more than upon any mechanical devices, however ingenious and even necessary, the real success of the whole system depends, I can in general speak favourably, especially with reference to the very important question of individual progress, but I am not at present able to state, as I trust I may next year, that in every instance the average number of children who are prepared to pass the examination equals or, as it really ought to do, exceeds the average in the best National schools. In some cases I have had to express dissatisfaction, not indeed with the general spirit, tone, and character of the schools, which are without an exception creditable to the teachers, but with the individual progress of the children, especially in the lowest division. If, as it sometimes may happen, there are special causes at work affecting the children's attendance at school and their personal habits, those causes should be thoroughly investigated and explained to the students. They must be deeply impressed with the conviction that not a single case of failure should occur without an adequate and assignable cause; where the cause is both adequate and one that can be clearly demonstrated, it will form a very useful topic for discussion, and students may thus be prepared, when in charge of schools, to save themselves and managers from disappointment by making out a full statement of all circumstances likely to produce an unfavourable result previous to the visit of the inspector. Speaking

generally, I may say that in every institution the attention of the principals and of those officers who are specially responsible for the practical training has been steadily directed to the foregoing points, that in some nearly everything which careful reflection and observation suggest has been already done, and that in all the greatest readiness is shown to adopt, or at least to give a fair trial to suggestions, and that there is good reason to hope that in the few instances where serious deficiencies have been pointed out there will be a vigorous endeavour to supply what is needful in the course of the present year.

I pass to special subjects of instruction.

Reading. The officers and the students are well aware that of all subjects the most difficult and important to teach thoroughly is good reading. Great pains are certainly taken, and in most cases with very decided success. It is in my opinion most fortunate for the colleges under my inspection, and the mistresses trained in them, that this matter will be thoroughly ascertained by the individual examination of the children. I do not expect that the average failures in reading in schools conducted by trained schoolmistresses will be equal to the number of children who for various and well-known causes under any system must be expected to fall short of a moderate standard. The fact is that mistresses have a peculiar power of drawing out the faculties and compelling the attention of young children, that is, of teaching that division of a school in which by far the greatest proportion of failures usually occur. But although I see reason to believe that the students in any one of our training colleges are quite able to teach reading sufficiently well to pass the ordeal of the inspector's examination to the satisfaction of the school managers, there is considerable difference between the methods and the results in different places. In some the attention is directed chiefly to the elements of reading; the first steps are thoroughly well taught, the little children read with a distinct, sweet, and bell-like voice; in others the chief object is avowedly to make the elder girls read with fluency and expression. With regard to methods, again, there is a singular amount of variation. Scarcely any system of late propounded by writers on school-keeping but has its advocates, in some institutions an exclusive preference is given to one, in others all are tried in turn. I have invariably heard a large number of lessons on this subject, and taken pains to have it fully discussed by teachers of method. My conclusion is that the best results do not depend upon any peculiarity of system, but that they are attained where

the students are made most directly responsible for the individual progress of the children, and where every child is made to read the largest number of words in the time allotted to this exercise. The faults which I have had most frequently to point out, and to which I have referred in former reports, may be generally summed up under one head, waste of time. A suggestion which I made some years since, and which I have often repeated in addressing the students, is now generally adopted. In listening to lessons whether given in the ordinary course of work in the practising schools or in the class-room, as subjects of criticism, an accurate record should be kept of the exact quantity of work done by every child, how many read at all, how many words each reads, how much time is spent in simultaneous reading, how much in explanation and questioning. It is surprising how great a change the adoption of this simple plan makes in a short time. It concentrates attention upon the fault of all most common and most detrimental, and enables the student to detect in herself and in others the least indication of a tendency to unnecessary display.

Comparative efficiency of different colleges in reading.

The marks given for reading to the second year students at the last inspection represent very fairly the comparative efficiency of the several institutions in this subject. At Bishop's Stortford, the Home and Colonial, Lincoln, Norwich, nearly all the students, from 85 to 100 per cent., were marked very good or excellent. The results were satisfactory in the other institutions, the lowest marks being 50 per cent. for good, and an exceeding small proportion falling below fair. I must also state that the standard for good reading includes all that belongs to the accomplishment, correctness, fluency and expression. Each student undergoes a double trial; she repeats a long passage of poetry which she has committed to memory, a searching and accurate test of the success with which elocution is taught in the college, and she reads a passage selected from a book which she has not previously seen. There can be no doubt whatever as to the competency of the students to teach the subject so far as regards their own power of reading, and little doubt that under any system at present adopted in training colleges they will be able to bring all the children in their own schools up to standard of examination.

Writing.

I need not dwell upon the next subject, viz., writing from copies or from dictation. It may suffice to say that failures are likely to be very rare, and wherever they occur to any great extent they are wholly inexcusable. They can only be attributed to neglect, to want of proper superin-

tendence, or to the inefficiency of the pupil-teachers, for which the mistress ought to be held directly responsible. In every institution great pains are taken to drill the students thoroughly in giving lessons by dictation, to devise expedients for correcting the exercises and registering the results in the shortest time possible. Those expedients are described in all the text-books on the subject. There is no very marked difference between the various institutions, excepting that in some the principal object seems to be to make the lesson interesting and conducive to the general cultivation of the children's faculties, in others simply to get a passage containing a reasonable quantity of difficult words thoroughly corrected within a given time. The lessons at the Home and Colonial are upon the whole the best exemplification of the former process, Warrington of the latter, but even in those colleges as elsewhere the two objects are generally kept in view. Until the latter is secured there can be no doubt that the former should be kept in abeyance; if the lessons are well selected it will be attained without any special care.

Spelling and writing of students.

I may remark in connexion with this subject that the spelling and writing of the students are generally good. I was never more surprised than when I saw it stated in the "Times" that the results of the examinations proved that none of the students could spell perfectly, and that a large proportion spelt very badly. The statement ought to have been formally retracted after the explicit answer given by your Lordships' secretary. The mark "good" given for spelling means that not a single mistake has been detected in the student's papers, even a mistake in a proper name not altogether out of the range of a well-educated woman's reading would modify the mark; the mark "fair" implies that no mistakes were found which indicated real ignorance, such errors only as occur very frequently in the exercises of candidates for the public service, and as I can vouch from my own experience, in examination papers of young men who have had all the advantages of a public education. The results of the last examination which are now before me show that in eight out of 13 institutions all obtained the mark good or fair, that in the others the per-centage of those who reached this standard ranged from 94 to 98, while the per-centage of absolutely good was upon the average upwards of 60. I doubt very much whether any system could be devised likely to produce more satisfactory results, especially when it is borne in mind that nearly all the students were educated in elementary schools,

had few advantages of home training, knew no language but their own, and for the most part became acquainted with the subjects in which the difficulties occur which cause the greatest number of failures during the short period of their residence in the training colleges.

Arithmetic.

The subject of arithmetic calls for a few remarks. Here again I must be allowed to state that if any failures occur it cannot be owing to any want of knowledge or ability in the students. The impression that women cannot teach or learn arithmetic may be now regarded as a mere prejudice, first however shown to be a prejudice by the success of students in these institutions in which for the first time it was demonstrated that the principles of arithmetic could be scientifically and systematically explained to young women, and that exercises sufficiently difficult to test thoroughly the capacity and attainments of the students could be worked by the great majority under competent teachers. The examination papers, difficult as they may seem to those who do not know what is done in the training colleges, are rather complained of by the teachers of arithmetic as insufficient to bring out all the students' powers and attainments. They are in point of fact completely cleared by a very large proportion, and the few cases of comparative failure are mainly attributable to the nervous excitement, from which no preparation can altogether exempt young women subjected to a trial so formidable in itself, and upon which their future position mainly depends. About 80 per cent. of those who were examined obtained a mark varying from "fair" to "excellent." In fact the subject is thoroughly well taught in every institution so far as the students are concerned. I do not feel so confident about the results in the practising schools. I think that a great deal more may be done in most if not in all. There are, as I have often had occasion to point out, and as I have lately taken especial pains to press upon the students, two very distinct objects to be kept in view by teachers of arithmetic. In the first place the principles of the rules must be well explained and the intelligence of the children brought into active play. In the next place a large quantity of work must be thoroughly well done. Formerly all teachers, mistresses it may be more especially, failed in the former department. They seldom attempted even to explain simple rules. The sums which they set were ill constructed. This is no longer the case, some faults are still observable in a few practising schools, especially in the lowest division, and in the methods of teaching notation,

and the four elementary rules; but for the most part the mistresses and even the pupil-teachers do make the children understand the work which is set before them. There is not, however, as yet a corresponding improvement in the latter respect. It is easier to talk and even to make the children comprehend what is to be done than to keep them at work and to get the work done thoroughly. I have for some years generally selected a certain number of lessons on arithmetic to be given by the students, and until very lately have seldom found that they directed their attention sufficiently to this important point. It has, however, within the last year been a matter of careful consideration with the teachers of method. At present I believe I may say in every practising school much more time is now allowed for actual work than formerly; not only more hours a week are devoted to arithmetic but at each lesson a larger proportion of the time is passed in work. A great variety of expedients, some of them very ingenious and effective, are devised to occupy all the children throughout the lesson, to supply every one with sums, to ascertain the exact quantity done by each, and to collect and register the results. Students are pitted against each other in order to see which can get the most work done, corrected, and registered within a given time. They watch each other anxiously, not for the sake of finding fault or gaining credit for themselves, but in order to see exactly how and why any time is wasted. Nothing can be better than the spirit in which all this is done. All of them feel how much their own success depends upon their ability to contend against what they know from their own experience to be the besetting evil of girls' schools in this subject. They have set to work vigorously, and I see good reason to hope that the failures in arithmetic, hitherto more numerous than in any other subject, will in future be at least equally rare, that in fact only such a proportion of failures will occur in schools conducted by certificated mistresses from our training colleges as may be satisfactorily accounted for by the various causes which thwart the exertions of the most skilful and energetic teachers.

On looking over the remarks which I have just made upon the three subjects to which such exclusive prominence is given under the Revised Code, I observe a general tone of confidence which I cannot but feel may expose me to some suspicion of partiality, natural enough it may be thought considering how intimately I have been connected for some twenty years with the training colleges for mis-

tresses, and the very deep interest which I have always felt and expressed in their prosperity. I am not, however, disposed to modify these statements. They give a true account of the impressions made upon me during a tour, in which my observation was drawn with more than usual earnestness to the subject, and I am well content to let them be judged by the result. I am of course aware that in every institution there are some students who for want of energy or of thorough earnestness of character will be inefficient teachers, and whose deficiency will be especially felt and exposed in the process of individual examination of the children; but I shall be disappointed and much surprised if the great majority of mistresses who have been under training of late years are not found thoroughly competent to deal with the difficulties which they have to encounter, and if in a very large number of the schools which will be under their charge the maximum grant be not gained.

Other subjects.

Of other subjects I need not say much at present. The students are not likely to neglect them. They are well-informed themselves, and have generally passed a very satisfactory examination. The papers on grammar were good; the limitation of the papers on history to elementary facts and outlines has worked well; the general style of composition is certainly improved. Great pains have been taken in every institution to make the students feel that the points at which they should aim in writing are clearness, accuracy, and good sense; that of all faults affectation and ostentation are the worst, and, although it is not to be expected that defects common in all classes, and most common in those whose early years have been passed among persons of imperfect cultivation, should be eradicated in two years, the exercises in composition which I examined this year are more than usually free from vulgarisms, and indicate a general desire on the part of the writers to say what they have to say in the simplest and most natural words. The average mark for composition is "fair," nor do I consider that mark unsatisfactory. Good composition implies a higher degree of cultivation and a larger range of reading than we have a fair right to expect in young women who have been brought up in National schools. The papers on domestic economy were less satisfactory than I hoped. The lectures are generally good, and for the most part appear to interest the students, who, in many places have an opportunity of becoming conversant with the practical details of housekeeping in the kitchen, laundry, and other domestic offices. A written paper may be an inadequate

and unsatisfactory test of a girl's proficiency in this important subject, but it has a certain value, and I regret that a larger proportion of good marks was not earned. The attention of the governesses and principals will be directed to the subject at my next tour of inspection.

I do not at present enter upon the question whether and and how far the subjects hitherto taught in elementary schools in addition to reading, writing, and arithmetic are likely to be neglected or discarded. It is a subject about which much anxiety is felt. The lessons which students are accustomed to give and to hear the model teachers give in the practising schools have a very important bearing upon the general development of the children's faculties, upon their adaptations to the situations to which they will be called, and above all upon the formation of their characters. In addressing students I have freely expressed my own opinion that unless the three elementary subjects are taught with very positive success they will find managers much averse to their giving time to other subjects, but that provided they can satisfy the parents and all interested in the education of the children upon that point they will probably in most cases be allowed to teach quite as much as they would themselves think practicable and desirable. For my own part I do not believe children will ever read fluently and intelligently or write well from dictation if the reading books do not contain a variety of interesting and useful information, and if the mistress do not bring her own stores of useful knowledge to bear upon their minds.

Religious instruction.

The religious instruction calls for no special remark this year, but I am bound to repeat what I have so often had the satisfaction of stating, that the papers of the students show a remarkably extensive and accurate acquaintance with Holy Scriptures, while no doubt can be entertained by any who have had an opportunity of observing the condition of the training colleges as to the spiritual and moral not to speak of the intellectual results. I have only to add that I have in every place taken care to press upon the students the fact that while school managers will watch the religious instruction with more than usual anxiety under the apprehension that it may possibly be neglected as incapable of exact appreciation by an examiner, the inspectors are equally desirous to guard against the possibility of such neglect, and that having received special instructions, and being armed with even greater powers than heretofore, they they will visit any deficiencies with unsparing severity and invariably inflict the penalty. I do not, however, fear any

general tendency of this kind; the efficiency of religious instruction is secured by the combined influence of all persons by whom the elementary education of this country is supported and superintended. Even were the direct encouragement and stimulus of recognition by the Government withdrawn, as has been for years the case in schools unconnected with the national church, and although for my own part I should deeply regret such withdrawal, it would not be because I entertained any fear as to the general result.

Supply of teachers of infant schools.

One of the most important questions which call for immediate consideration touches the present and future supply of infant schoolmistresses. The Minute which provided for the special training and examination of a class of infant teachers was acted upon some years at the Home and Colonial institution with most advantageous results.

It is a fact well worth recording that for four successive years some twenty young women, upon an average about 20 years of age, who at their entrance passed, not without some difficulty, the same examination which is appointed for candidates for apprenticeship at 13 years of age, were enabled, in the tenth month from their admission, to produce very creditable papers on the Holy Scriptures, the Catechism, arithmetic, grammar, school management, and some of the elements of natural history, and that at the two last examinations every one who was presented was placed in the first class. I have heard all these students give lessons to classes of infants illustrated with drawing on the black board, and I can bear witness to their capacity of dealing with young children. It is not merely that the lessons were well constructed in accordance with the principles inculcated in the institution, and the models there proposed to them for imitation, but generally speaking they were well adapted to the wants and capacities of the children, delivered with much animation, and generally free from the common faults of display and affectation. Making due allowance for defects inseparable from imperfect education and early training in inferior schools, I have always looked upon these lessons as singular proofs of the efficiency of the system, and the tact, judgment, and energy of the officers of the institution.

Two ways in which this object may be attained.

What has been done at the Home and Colonial might be done elsewhere. The question is whether the object can be best accomplished by setting apart some colleges exclusively for the training of infant teachers, or by introducing certain modifications in the organization of some, if not all, the existing institutions.

First alternative.

There are certain obvious advantages attainable by the

former alternative. The education of infants differs in some essential points from that adapted to children above seven years of age. The system is more likely to be complete and efficient where the attention of the teachers and students is concentrated upon it. A large institution with practising and model schools, and a complete staff of teachers, under the control of a person of high character, of experience, judgment, and ability, would in my opinion be one of the very best additions that could be made to our educational system. If any training college should be given up by the managers I should be rejoiced to hear that it was converted into a training college for infant teachers. I see no objection, I see very great and peculiar advantages, in such a proceeding; but I feel bound to state my conviction that it is, to say the least, very doubtful whether this will be done in the case of any colleges which I inspect. In the first place I do not believe that the the training colleges for mistresses do at present or will in future supply more teachers than are actually wanted. In the next place it may not be easy to find persons willing to undertake the expense and responsibility of establishing an institution which has not been shown clearly to be at once calculated to meet a real want, and likely to be supported by a large number of subscribers. If the Government established and maintained training colleges of its own, or could dictate to the managers what kind of institution they should have, there would be no question as to what ought to be done; but I very much fear from what has transpired in my conferences with committees of management, where the question is frequently discussed, that the only inducement which could bring about such a result would be one not likely to be offered, I mean an amount of annual grants sufficient to defray a much larger portion of the expenditure than is now received by the training colleges. The chances of failure are said to be greater, the candidates for admission generally of a lower average in character, abilities, or attainments, and although much may be said on the other side, the fact remains that notwithstanding the strong feeling generally entertained of the great need of such an establishment, notwithstanding the high authority of the Royal Commissioners, who have proved that the feeling is fully justified by facts, no proposal has hitherto been made to your Lordships to erect or to set apart an institution for the exclusive training of infant teachers. I regret this exceedingly, but under the provisions of the Revised Code, or even under such provisions as in my own opinion it would be at all reasonable to propose, I do not expect that

this which I have represented and believe to be generally admitted to be the best and most effectual way of meeting a great and urgent and increasing want will be adopted.

Second alternative.

It remains to consider the other alternative, *i.e.*, to induce some if not all the training colleges to combine the training of infant teachers with their present system. The advantages are considerable. Every teacher of a girls' school ought to understand the management of infants. If she has passed part of her apprenticeship in an infant school, which is very generally the case, she comes into the institution well prepared for special training; if not, it is advisable that she should then have an opportunity of supplying the deficiency. The special aptitude of teachers is soon ascertained and developed in the training college, and girls at least equal in ability and attainments to their comrades often show a peculiar predilection for infant teaching. It is also true that the methods of teaching and training infants are in many respects peculiarly ingenious and interesting; there has been sometimes indeed an admixture of pedantry and pretension which has discredited the system, but notwithstanding defects which need but be recognized to be removed it is a fact that infant teaching is based on principles of unquestionable importance, and has been developed, more especially in the Home and Colonial college, with singular ability and success. It is highly desirable that every teacher of a girls' school should pass through a course of such special training. It is also most desirable that a complete and thorough adjustment should take place between the system of instruction in the infants' and girls' school. This is not at present the case. Infants when transferred to the girls school often seem to feel themselves in a different and ungenial atmosphere. What they know best is disregarded, what they have not learned is dwelt upon sometimes with undue severity, while mistresses of girls' schools have often just reason to complain that the instruction of infants in elementary subjects, especially in reading and writing, has been comparatively neglected. For these and other reasons I have long since come to the conclusion that every training college ought to have a complete set of schools from the merest babies upwards, and that all the students should pass through every department. It is certain that the efficacy of such a course of training would be materially enhanced if it were understood that a considerable number of the students would become infant teachers, and that it would be optional with the managers to allow them to leave after one year's training if their qualifications for that work are satisfactorily ascertained.

Conditions which a college training infant school teachers ought to satisfy.

I proceed to consider the conditions which a college training infant school teachers ought to satisfy. The first and most essential is that there should be at least one large and efficient infant school; it would be better to have both practising and model schools, as at Whitelands and the Home and Colonial, but this is an impracticable condition in most localities, and if insisted upon would make the general adoption of the system impossible. A strong and explicit report from the district inspector, countersigned by the inspector of training colleges, to the effect that the infant school is well built, supplied with the best apparatus, efficiently organized and conducted, should be the first condition.

The second condition must be that a thorough course of instruction in methods, &c. be given by the mistress of the infant school or some officer specially charged with this subject. It is not necessary that her time should be exclusively given up to it; but the report of the inspector as to the ability of this officer, and to the practical results of her lessons should be specific and decisive. A mere pass ought not to suffice.

The third condition should be that notice be given to the inspector before his visit, that certain students will have to give lessons to infants in his presence, and that he will have to report upon their special qualifications. If he is satisfied that they are *bonâ fide* determined in their choice by personal aptitude and predilection, and that they are able to teach and to manage infants, they may then be admitted to the examination of the first year, and if successful leave the institution with a certificate of competency to take charge of infant schools with pupil-teachers.

Lastly, after careful consideration I would recommend that all the papers set for first-year students should contain questions specially bearing upon the instruction and training of infants, but that independently of these papers a complete set should be prepared for those who propose to go out as infant teachers. I would further recommend that in their case no questions should be set on English history, and that in all other subjects the standard of attainments should be that which, as I have shown, has been found practically within the reach of all at the Home and Colonial. On the whole I think the syllabus for infant teachers under the minute to which I then referred may be advantageously adopted for this class of students, as well as for infant teachers in charge of schools who present themselves for examination. The only objection to which these arrangements are open is that it may possibly interfere with the course of two years' training, which is justly regarded as a

point of paramount importance; but the objection is sufficiently met by the proviso that the certificate given at the end of one year shall be available only for infant schools; should a student who possesses this certificate wish to be transferred to a girls' school, she would have to pass a second examination.*

I have the honour to be, &c.

F. C. Cook.

To the Right Honourable ,
The Lords of the Committee of Council on Education.

Special Reports.

BISHOP'S STORTFORD.

I inspected this training college last June, and found it in all respects exactly in the same condition as in the preceding year. The Rev. J. Menet was then chaplain and secretary; Mrs. Bush, superintendent; Miss Nash, principal governess, with two assistants, two mistresses of the practising schools, and a non-resident teacher of music. I regret to add that Mr. Menet has since that time resigned his office, and that his resignation has been followed by an entire change in the staff of officers. No alteration will, however, be made in the general organization of the institution; and I trust that it will continue to be conducted with efficiency under the management of the same committee which has been responsible for its superintendence from its first establishment.

It may be hoped that, although the expenditure can scarcely be maintained on its former scale, no serious difficulty will be experienced in raising sufficient contributions to keep it up to the average amount in institutions of the same extent. The singular liberality of those by whom it has been chiefly supported hitherto has supplied all deficiencies; the building is in thorough repair, and many changes attended with considerable expense have been made with a view to the better accommodation of the inmates; the apparatus and arrangements of both the practising schools are remarkably good and costly. What has been done has been well done, and may be kept up more easily than it might have been undertaken under ordinary circumstances. It will, however, require great care and a wise economy to maintain the institution in the condition which has been described, with such diminution in the annual income as there seems to be but too much reason to anticipate.

The lessons given by the students in my presence were at least equal to any which I have heard on former occasions at this place. They were perhaps upon the whole even more practical and better adapted to the children, in whose appearance and general education there has been a marked and progressive improvement since the schools were first opened.

The instruction of the students is chiefly remarkable for its methodical and unpretending character. Every subject is taught systematically with a single eye to practical results. The reading is accurate and uniform in tone, even to excess, each student having caught the intonation and expression of her governesses so completely as to make it somewhat difficult to distinguish between them. I should feel no doubt that the teaching of the students in their schools will be marked by the same

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* For Financial Returns, *see* Table No. 3, pp. 282–5.

characteristics and that the results will be satisfactory to managers who care for the thorough instruction of children in elementary subjects. The reports of my colleagues in the districts where most of the students are placed speak strongly of their efficiency and success.

BRIGHTON.

This institution was quite full in October when I and the Rev. R. L. Koe inspected it. The Rev. H. Foster, who had acted as secretary and chaplain since its first establishment in its present locality, had resigned, and was succeeded by the Rev. H. H. Wyatt, minister of Trinity Chapel. Miss Foster, sister of the Rev. H. Foster, is still lady superintendent. Two governesses, with occasional assistance, conduct the instruction; both have discharged their duties with diligence. Miss Harlow, the mistress of method, had left the institution, but attended the examination of the students, whose professional training had been nearly completed under her superintendence.

The external arrangements of the institution, with one exception, are generally satisfactory; the dormitories are well arranged, and there is sufficient accommodation for the students in residence, but the practising schools are not well lighted, and one class-room is quite unfit for the purposes for which it is or ought to be used. The situation is very good, airy, and open, and the health and spirits of the students appear to be quite satisfactory.

The instruction of the students has for some years fallen short of the average standard. This year the comparative failure at the annual examination is very striking. One student only in the second year, not one student in the first year, was placed in the first division. I attribute this result, which I anticipated, and of which I warned the managers, to the insufficiency of the teaching power. Two young governesses can scarcely be expected to prepare so many students in all subjects; they have not time to correct the exercises properly. There is every disposition, as I believe, on the part of the present secretary to raise the institution in this and in all other respects to a state of efficiency; but unless considerable exertions are made by the committee of management and the supporters of education in the diocese, the want of adequate pecuniary resources will continue to be felt in every department. I am, however, enabled to add that immediately after my visit the secretary secured the services of additional teachers.

The lessons given by the students in our presence were generally simple and practical, more so in fact than in former years. Their reading was but moderately good upon the average, and indicated the necessity of more efficient instruction.

The practising schools are far from being in a satisfactory condition. We called the attention of the managers to this subject, upon which I propose to make a special report at my next visit of inspection.

BRISTOL and GLOUCESTER, at Fishponds, a hamlet near Bristol.

I visited this college twice last year; at the second visit I was assisted by the inspector of the district. No change had taken place since the preceding year. The Rev. W. Smith has been principal since the first establishment of the institution, and during the whole time has been assisted by his brother-in-law, the Rev. W. De Lancey Lawson (whose valuable services are gratuitous), and by the same matron, Miss Manby. Of the three governesses, Miss Windsor and Miss Thorne have been with him also from the beginning; Miss Jenkyns, the third governess, who takes special charge of the teaching in the practising schools, was trained

in the institution, as were also the two mistresses of the girls and infants. The staff is complete, efficient, and very inexpensive.

The instruction is sound and sufficiently comprehensive. The students are said, and doubtless are truly said, to be generally ill prepared, and below the average standard at their admission; but their progress is steady, and the results of the examination satisfactory; few are placed in the third class, and there are no failures.

Great care is taken with their professional training, which is simple and thoroughly practical. The lessons, of which a large proportion were on elementary subjects, indicated for the most part a clear perception of what is required in elementary schools, and great care on the part of the superintendents. The reading, though not equal to some institutions was generally fluent and accurate, and in some cases animated and expressive.

The practising schools are in a satisfactory condition, although the attendance is below what might be hoped for, and the appearance of the children indicative of poverty and rather disorderly habits in the neighbourhood. There has been, however, a marked and progressive improvement in this respect since the opening of the institution.

The manners and general tone of the students are very pleasing. There is no reason to apprehend any objections on the part of school managers to their dress or personal habits. The reports of the inspectors are, as I believe, highly favourable, and the students appear generally to retain the situations in which they are placed for a considerable period.

Much apprehension has been entertained touching the financial prospects of the institution. Hitherto the grants have borne so large a proportion to the expenditure that it was natural to anticipate a serious deficiency when they were reduced; but, considering the size and importance of the institution and the well deserved character which it has attained throughout the diocese, I cannot believe that the anticipation will be realized. A few influential persons will be able with reasonable exertions to raise the subscription list to an amount sufficient to maintain the institution in its present state of efficiency, nor do I fear that a fair supply of candidates for admission will not be forthcoming in future years.

CHELTENHAM.

The institution is precisely in the same condition as last year. The same officers continue to conduct the instruction and training,—the Rev. C. H. Bromby, principal of this and of the college for schoolmasters; Miss Reynolds and Miss Hutchings, governesses, assisted by two lecturers from the other college; Mr. Gill, master of method; and a lady superintendent. The staff of teachers is larger than usual and thoroughly efficient.

The students are intelligent and well informed on all subjects appertaining to their calling. They have as usual passed the annual examination with great success; a fair proportion are placed in the first division; very few, one only of the first year's students, in the third; and there are no failures. The lessons which I heard last year were not less methodical and ingenious than formerly, but upon the whole more practical and better adapted to the wants and abilities of the children.

The practising school for girls is in a very efficient condition, and great pains are taken both to prepare the children for individual examination under the Revised Code, and to enable the students to discern and to overcome the difficulties which they will have to encounter in their own schools.

The committee of management express great anxiety as to the financial condition of the two training colleges. With regard to the other college, I can of course say nothing; but if this institution stood alone

there can be no doubt that very moderate subscriptions would suffice to maintain it in a satisfactory condition. It is indeed much to be regretted that a larger proportion of the grants which of late years have been received from your Lordships has not been expended upon this college, in which the apparatus, lecture-rooms, and accommodation for students have been stated in my former reports to be far inferior to what might be reasonably expected.

DERBY.

Inspected by me and the Rev. J. J. Blandford in June 1863. The institution was quite full, and under the same management as last year; indeed, no change in the organization has taken place for some years. The chaplain, the Rev. J. Latham, B.D., and the head governess, Miss Bradshaw, have been connected with the college since its first establishment. Miss Edwards has superintended the domestic arrangements some years. The two assistant-governesses, Miss Bowmes and Miss Crofts, and the mistress of the practising school, Miss Grey, were trained at Derby and have long held their present appointments.

The instruction of the students is quite satisfactory; some of them are girls of considerable ability, and all possess a knowledge of the usua subjects of instruction sufficient to enable them to conduct elementary schools with efficiency. They are carefully trained as teachers, and we have to record our opinion that the principles and methods of education are thoroughly well explained and illustrated by Miss Bradshaw.

The practising school is conducted with care and ability by Miss Grey. We are happy to report that it is the intention of the managers to erect a good infant school on the premises. In all such institutions this is a most desirable, indeed almost indispensable department, and there can be little doubt of its being well attended and efficiently carried on under the able and disinterested superintendence of the Rev. Canon Latham.

DURHAM.

I inspected this training college last September; it was then quite full, and conducted under the same management and with the same officers as in the preceding year. The Rev. C. W. King, principal; Miss Kingston, superintendent; Miss Davies, head governess; Miss Walker, assistant governess; Miss Maxwell, mistress of the practising school; two non-resident professors of music and drawing. I regret to have to add that all these officers, with the exception of the principal, have since resigned, not however in consequence of any apprehension as to the effects of the change of system in elementary schools, but from accidental and local circumstances. They will be replaced by students trained in the institution, and although the loss of the chief governess must be felt, I have no doubt that the institution will maintain its high character under the efficient superintendence of the principal.

The instruction of the students is remarkably good. They are intelligent and thoroughly well informed. At the last examination one student only out of the entire number was placed below the second division; a very large proportion were placed in the first. This result must be attributed partly to the vigorous and able teaching of the principal and of the head governess, and partly to the energy and industry of the students.

The practising school is in a very good state. An infant school will be erected shortly upon the premises. Great pains are taken to train the students in practical details of school keeping. The lessons given by them in my presence were quite satisfactory. The reports of the district inspector bear witness to the efficiency of those who have been already sent forth as teachers from this institution.

HOME AND COLONIAL.

Inspected by me and the Rev. W. Campbell in the summer and autumn of 1863. The institution was, as usual, quite full; 123 Queen's scholars attended the Christmas examination. The organization and management have undergone no change. The Rev. J. Evans and the Rev. W. Fleming chaplains; the former acts as secretary, the latter as lecturer. Mr. Dunning, assisted by Mr. Coghlan, superintends the professional training, the lessons on criticism, and the lectures on education. The governesses, Miss A. Lewis, Miss Chessar, Miss Derrich, and Miss Blundell, assisted by the chaplains and lecturers, carry on the general instruction of the students. Mr. Reiner and Mr. Tegetmeier continue to lecture on arithmetic, natural history, and domestic economy. The model, practising, and infant schools are conducted with undiminished energy and ability by a large and efficient staff of certificated teachers.

I can but repeat and confirm the favourable reports which I have so often the gratification of making upon the zeal, ability, and singular success of the officers and managers of the institution. The point which strikes me most forcibly is the spirit of faith and hope which pervades every department; all believe in their work, in the principles on which their educational system is based, and in the effects which it is calculated to produce upon the moral and intellectual condition of the rising generation. There is a peculiar willingness to adopt any suggestions which may tend to the improvement of their methods, a flexibility and genial interest in all new experiments not often combined with so firm and intelligent an appreciation of the peculiar characteristics of the system to which this institution has adhered since its first establishment. The results of the annual examination were, as usual, most satisfactory; of the whole number, 123, two only were placed below the second division, a large proportion, in fact larger than in any institution, were placed in the first. The marks for good reading and for able and practical teaching, both of which were higher than elsewhere, greatly contributed to this well-merited success.

I must call special attention to the class of infant teachers; they were trained upon a system which has now merged in the general arrangements of the Revised Code. Their examination at admission was confined to the most elementary subjects, and was in some cases passed with difficulty. At the end of nine months all of them were placed in the first class, both last year and in 1862; their papers were in fact much better than could have been anticipated in all subjects. The lessons which they afterwards gave in my presence were good, practical, interesting, and well suited to the children. I have noticed this subject in my general report, and must here record my opinion that their remarkable success, attributable of course mainly to their own diligence, reflects the highest credit upon the two governesses by whom they were instructed and upon the other officers who took part in their training.

The practising and model schools have been frequently described in my reports. I can but state now that they present the same general characteristics, exemplifying very faithfully the results attainable under a good system efficiently worked.

LINCOLN.

Inspected in June and September last year; no change had taken place in the organization. The Rev. H. Nelson, principal; Miss Hedges and Miss Mears, governesses; the practising school was conducted by a mistress trained at Whitelands.

The efficiency of the instruction and of the entire educational system was spoken of in the highest terms in my last report; those terms are fully justified by the result of the annual examination. Of 39 students 16 were placed in the first division, *one* only in the third. The spirit and energy which pervade the institution leave no room for fearing any falling off; nor do I doubt that the students will discharge their duties as schoolmistresses with a success proportionate to the care which has been bestowed upon their thorough preparation. There is a total absence of pedantry and pretension in the whole establishment.

The practising school is in a satisfactory state. I hope that an infant school will be established soon. It is especially desirable in an institution which trains mistresses of whom a large proportion will be in charge of mixed schools for children of all ages in agricultural parishes.

NORWICH.

Inspected by me and the Rev. F. Meyrick last October. No change had taken place since our previous visit in 1862. The Rev. W. Cufaude Davis, chaplain and secretary; Miss Bunbury, superintendent; Miss Schofield, head governess; Miss Sparke and Miss Butler, assistant governesses, teachers of drawing and music.

The instruction of the students has been conducted by these officers with remarkable care and ability, and with uniform success. At the last, as in every former examination, the results were entirely satisfactory. We have also the satisfaction of recording our opinion that the practical training is quite upon a par with the intellectual instruction. The schools in which the students are exercised are in a satisfactory condition, and they are carefully superintended by the head governess. The reports received from the managers of schools in which former students are now employed are almost uniformly favourable both to their moral influence and ability as teachers.

It is much to be regretted that funds for the enlargement of the institution, or for its removal to a better situation, are not as yet forthcoming. The great success of the institution in training efficient teachers may increase the difficulty of procuring donations for this purpose, but it ought to be pressed upon the attention of the supporters of education in the diocese that the institution suffers much from the want of adequate accommodation and from the impossibility of giving the students proper opportunities of becoming acquainted with the practical details of domestic economy.

SALISBURY.

I inspected this institution last June; it was quite full. Mrs. Duncan, the excellent superintendent, had resigned, her place was not then permanently filled up, but a gentlewoman of high character has since been appointed. She will not take part in the instruction of the students. The Rev. E. Collard, chaplain, lecturer, and general superintendent of professional training. Miss Barrett, for many years the efficient and most conscientious head governess, left the institution immediately after my visit; her place is taken by Miss Jackson, an excellent governess trained in the college, and for some years assistant governess.

The instruction of the students is thoroughly satisfactory. Few of them are placed below the second division. At the last examination one only of the first-year students was in the third class. They read well, and their lessons are well arranged and suitable to the children. There is some difficulty in superintending them properly in the practising schools, which are at some distance from the college, an inconvenience which however is counterbalanced by the advantages of spacious and

commodious school-rooms and a numerous attendance of children. I regret to add that the model school on the premises has been given up. It was less efficient than might have been expected, but if conducted with ability and diligence it might have supplied the students with valuable illustrations of the best methods of teaching and managing girls.

I can but repeat and confirm the opinion which I have from time to time expressed of the excellent tone and spirit which pervades the institution, and of the zeal and ability of the teachers. The governesses are remarkably good, and Mr. Collard's qualifications are of the highest order both as teacher and superintendent of the training.

RIPON (York and Ripon Diocesan).

Inspected by me and the Rev. T. W. Sharpe last August. We found 58 students in residence. The Rev. E. H. Badcock, chaplain and secretary; Mrs. Sheffield, widow of the late principal (the Rev. G. Sheffield, superintendent); two governesses, Miss Taylor and Miss Mustard; Mrs. Trinder, mistress of the practising school, resides in the institution.

The building is spacious and well arranged, though some defects, pointed out in my last report, are not yet remedied. The ventilation, apparatus, and fittings are improved, but the communication with the upper part of the premises is insufficient, and might be dangerous in case of fire. The practising schools are not in a very efficient state, and are deficient in the important points of neatness and good order.

The instruction given to the students is not bad in quality, but the staff of teachers is inadequate. The duties of the chaplain do not include any part of the general instruction, and two governesses, without assistance, cannot prepare so large a number thoroughly in elementary subjects; a third governess is indispensable, unless the principal is able to undertake a great deal of the teaching and professional training. A very large proportion of first year students were placed in the third division at the last examination.

The lessons given by the students in our presence were, generally speaking, practical, showed an intelligent interest in school work, and a just appreciation of the character and abilities of the children. The reading was not satisfactory.

We brought these and other points under the consideration of the committee, who met us on our last visit. The Bishop, who has always taken the greatest pains to improve the institution, and whose lady visits it frequently, to the great benefit of all the inmates, was in the chair, and we have reason to hope that our recommendations will be carried into effect.

TRURO.

Inspected by me and the Rev. E. P. Arnold last July. We found 24 students in residence. The same managers and teachers. The Rev. Orlando Manley, chaplain; Miss E. Taylor, superintendent; Miss Wilkinson and Miss Spooner, governesses; Miss Munkton, mistress of the practising school; teachers of music and drawing.

The instruction is conducted with care and ability by the governesses, but the students are for the most part imperfectly prepared at the time of their admission, and their attainments are but moderate, as tested by the annual examination. One only was placed in the first division; they have, however, sufficient information to conduct elementary schools, and the lessons which they gave to children in our presence showed remarkable earnestness, good sense, and practical ability.

The practising schools are in a fair condition, but require attention. Some improvements which we suggested, with special reference to elementary subjects, will probably be adopted by the mistress, who is an intelligent and painstaking teacher.

WARRINGTON.

Inspected by me and the Rev. Nevill Gream in the autumn of 1863. The institution was then quite full and in the same state as last year, under the same superintendence, and with the same officers. The Rev. H. C. Stubbs, principal and chaplain; Mrs. Baker, head governess and general superintendent; Mr. Baker, lecturer on school management, arithmetic, and geography, superintends the students in the practising schools. Four certificated governesses, Miss Goddard, Miss Leicester, Miss Kewley, and Miss M'Lellan assist in all branches of instruction. Two mistresses conduct the girls' and infant schools attached to the establishment. The staff is complete and thoroughly efficient.

The instruction given to the students is entirely satisfactory. A very small proportion of the second year, none of the first year students were placed below the second division at the last examination. Considering the imperfect education which many of them had received before their admission, this result is highly creditable to themselves and to their teachers, and could not have been attained without great diligence and able superintendence.

The lessons given by the students were good, thoroughly practical, and well adapted to the children. Great pains are taken to make them practically conversant with all the details of school work, and there is every reason to hope that they will turn out good teachers of elementary schools. In no institution are the manners and appearance of the students more indicative of a right sense of the position which they will have to occupy and of the duties which they will be called on to fulfil. The reports of managers and inspectors in the adjoining districts are highly satisfactory.

The only point upon which I have to express a wish for improvement is the expenditure upon buildings and internal accommodation. The managers might, and in my opinion ought to, have spent a considerable sum yearly upon repairs, increase of good accommodation in the dormitories, the laundry, and all domestic arrangements. The annual grants have of late years far exceeded the annual expenditure, the excess might have been applied to these purposes to the great benefit of the institution. In this place it is very difficult to afford the students opportunities of healthy exercise and recreation; the institution suffers much from the smoke and effluvia of neighbouring manufactories. No reasonable expense should be spared to make the premises and the adjoining fields clean, cheerful, and attractive. The institution suffered a good deal some years since from financial embarrassment, and scrupulous economy was excusable and necessary; but that necessity has ceased, nor is it probable that it will occur again, considering the size and character of the establishment and the support which it may reasonably expect if rendered necessary by the curtailment of the annual grants.

WHITELANDS.

Inspected in the summer and autumn of 1863 by me and the Rev. J. G. C. Fussell. One hundred and nine students in residence. The organization of the institution had undergone no change. The Rev. H. Baber, secretary and chaplain; Mrs. Harris, superintendent; Rev. E. Worlledge, lecturer and teacher of method; Miss Gillott, head governess; Miss Bailey and Miss Stanley, assistant governesses; Miss Pear-

man, mistress of the upper practising school; Miss White, mistress of the model school—mixed, boys and girls; Miss Chester and Miss Loveless, mistresses of the two infant schools; Mr. May, professor of music; Miss Reece, teacher of drawing,—a complete and very efficient staff.

We can but repeat and confirm the favourable opinion which we have for many years had the gratification of recording with reference to all points connected with the discipline, moral tone, and general efficiency of the institution. The students are trained with careful reference to their future work and position, and with unquestionable success. The instruction is systematic and efficient. At the last annual examination not one student in either year was placed below the second division; a large proportion were in the first. It may be safely inferred that all the mistresses who have been trained here for many years are thoroughly conversant with the subjects taught in the best elementary schools.

We have to report a marked improvement in points of great importance connected with the professional training of the students. The lessons given this year in our presence were upon the whole more practical, freer from pedantry, and delivered with more energy and animation than in 1862. The criticisms of the students, under the able superintendence of the Rev. E. Worlledge, were remarkable for acute observation, judgment, discrimination, and good sense. The practising and model schools are in a fair condition as regards both discipline and instruction, but there is room for improvement. In an institution of such importance as Whitelands the schools ought to be in the highest state of efficiency, and it may be hoped that the progress which we have to record will be continuous. It is possible that more of the chief lecturer's time might profitably be employed in this department of work.

There is no reason to apprehend any falling off in this institution. The proportion of subscriptions and donations ought certainly to be increased without much difficulty. The number of applicants for admission is quite equal to that of former years, and no real difficulty is found in appointing them to good schools with a fair remuneration. The reports of managers of schools in which former students are now employed are generally favourable, especially as regards discipline, moral influence, and intelligence. I have noticed, and have heard my colleagues notice, some instances in which from want of energy and practical ability the results have not been satisfactory, but by far the greater number of students maintain the character of this excellent institution which has been conducted many years under the same careful and able management.

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., M.A., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD, SOUTHWARK, *for* SCHOOLMASTERS; *and at* STOCKWELL, *for* SCHOOLMISTRESSES.

MY LORDS, January 1864.

IN the course of the past autumn the Normal schools of the British and Foreign School Society were again inspected by my colleague, Mr. Laurie, and myself, after an interval of three years. The changes effected in these colleges within that period are so great that we should have been obliged to give an entirely new description of them, had not that task been already performed during the intervening years by our colleagues, Dr. Morell and Mr. Arnold. As it is, we need only state that, instead of one establishment with double duties, we had upon this last occasion to examine two large and distinct institutions, one of which is limited to the training of schoolmasters, and is carried on upon the well known premises in the Borough Road, whilst the other has been removed to a new and handsome building at Stockwell, and is devoted exclusively to the training of schoolmistresses. The general management of both is intrusted to the Secretary of the British and Foreign School Society, but each has its own staff of teachers and is, in its educational aspect, altogether independent of the other. They are nearly equal in extent, each affording accommodation for 100 students.

BOROUGH ROAD.—*Premises.*

Under this head, an improvement has been made since the date of Dr. Morell's report, which noted a defect in the ventilation of the dormitories on the upper story. An open shaft has now been carried through the centre of the several tiers of dormitories to the very top of the building, and the ventilation of the highest story is quite equal to that of any other. Mr. Rendle, the very intelligent medical officer of the establishment, is of opinion that it would be advantageous to create some slight lateral current in addition to the efficient upward current already existing, and he proposes to effect this by making small openings between each sleeping apartment and those adjoining it. It seems desirable that an expedient so simple should at least be adopted experimentally in a portion of the building.

With respect to the *basement*, the defects pointed out by Dr. Morell have not yet been remedied. They are common

to the whole neighbourhood, and it is impossible to apply any other than a general remedy. I am informed that a main sewer of adequate size and depth is on the point of being carried along the Borough Road, and it is hoped that this will entirely remove the nuisance of stagnant water in the cellars of the district.

Another defect, pointed out last year, also remains without a remedy. The students in this college have no regular *day room*, though the new dining hall is made to answer some of the purposes of such a room. The site on which these premises are erected does not admit of any additional building, and a day room could only be secured by appropriating the girls' school room for that purpose. A girls' school is in no respect a necessary appendage to a normal school for young men, and I believe that the students of this institution never enter the girls' school carried on upon the same premises. It is certainly not now used as a *practising* school. Yet the committee of the society is unwilling to give it up. The society has supported it ever since the early part of this century; its maintenance was a necessity when students of both sexes were admitted here; and now that circumstances have changed, there is a not unnatural reluctance to discontinue a long cherished establishment, which has been, and may still be, of great service to a densely peopled neighbourhood.

A feeling so commendable in its origin deserves to be treated with every possible consideration; but one may be permitted to hope that means will be found to reconcile it with the best interests of the institution, which it must be the main object of the British and Foreign School Society to maintain upon these premises. If the girls' school cannot be discontinued, may it not be removed to some other situation in the same district? Would that be a reasonable sentiment which should require it to be retained on the very spot where alone it can be regarded as an impediment to the completion of a more important institution? A day room, similar to that which exists at Stockwell, is a real want in a normal college for 100 students, and I cannot but hope that the committee of the society will reconsider its decision upon the question.

Subject to these remarks, the premises appeared to me to be generally in good order, and amply sufficient for their purpose.

Health.

From an interview with Mr. Rendle, I learnt that there had been during the past year many trifling cases of indis-

position, such as diarrhœa and sore throat (not diphtheric); and three or four of a more serious aspect. One student had typhus fever, arising (in Mr. Rendle's opinion) from family disposition and not from any local cause. It was necessary to treat his case without removing him from the college, and this was so managed that he recovered without communicating the fever to any one else. Another, at a later period of the year, was threatened with the same malady and immediately sent away. A third had eye inflammation from over reading, but recovered sufficiently to be able to go on with his studies. A fourth had seriously over-wrought his brain by too close attention to his work, and was absent at the date of my visit; but I was happy to find at Christmas that he had returned with re-established health, and was able to sit for his examination.

Thus it appears that the past year has been upon the whole one of more than ordinary sickness; but I do not see sufficient reason to conclude that this has been caused by any peculiar insalubrity in the situation or condition of the premises. The past year indeed was an unhealthy one throughout the metropolis, and the students in this institution seem only to have shared the fate of many other inhabitants of London. There was no death amongst them; and the maladies from which they suffered may be sufficiently accounted for, either by the general unhealthiness of the season, or by those accidental circumstances which from time to time appear to affect the sanitary state of every family and community.

Staff.

The staff of teachers, as reported at the close of 1862, had undergone only a single change at the date of our visit; but that change was one of the highest importance. Mr. Fitch, who had been principal of the institution for more than seven years and connected with it as a tutor for a much longer period, being appointed one of Her Majesty's inspectors of schools, relinquished his former appointment at Midsummer 1863; and from that time until the close of the year the whole work of instruction was done by his former colleagues, Mr. Curtis, Mr. Smith, and Mr. Barkby. The last named gentleman had previously devoted only a portion of his time to tuition; but at Midsummer arrangements were made to relieve him from his other duties and secure his services exclusively for the students. Thus, at the date of our visit, the labour of preparing 57 students of the first, and 41 of the second year for examination in all the subjects embraced in

the syllabus, except music and drawing, devolved upon the three gentlemen named above, and undoubtedly their energies must have been taxed to the utmost.

The labour of tuition in such an institution is by no means confined to the lecture room. It consists far more in a rigid criticism of daily exercises, a constant testing of accuracy in details, and a ceaseless attention to the correctness of recitals.

We looked over some of the voluminous note books kept by the young men, and could form some notion of the time necessary to revise them. But, great as is the labour required, we are satisfied that it was efficiently performed, and that Messrs. Curtis, Smith, and Barkby formed an adequate staff for the work which they had undertaken to do.

The loss of Mr. Fitch's services to the institution must have been greatly felt at any time; but its effects were undoubtedly increased by the circumstances which compelled him to leave it in the middle of the year. The transference of his important portion of the work in an unfinished state to other hands, however able, could not fail to be attended with some embarrassment, and it is hardly to be hoped that the year, as a whole, will prove to have been one of fully average progress. But we entertain no doubt that the talented staff which Mr. Fitch has left behind him will be able in future years to achieve the utmost success of which such a college is capable.

Messrs. Curtis and Smith hold lectureships, and Mr. Barkby a teacher's certificate. I have already reported upon their claims to grants from the public fund, and have had no hesitation in stating in each case, that the usual payments have been abundantly merited in this, the last year for which such payments are understood to be available.

Practising Schools.

There has been no alteration under this head since 1862. The large school of nearly 600 boys, which is attached to the institution and in which all the students teach by rotation, has been very recently inspected by Mr. Laurie, and I have his authority for stating that it is as efficiently conducted as at any former period.

Lessons, &c.

As it was necessary to hear every individual student both read and recite, and also to hear the students of the second year give lessons to a class of children, we were obliged to divide this part of the duty between us. Mr. Laurie under-

took to hear all the students at Stockwell, whilst I took those at the Borough Road. The 41 students of the second year gave lessons before me, and I have already furnished your Lordships with a detailed statement of the results. On reference to that statement it will be seen that the subjects chosen for the lessons were of an unusually practical character, and that the professional skill displayed was on the whole highly satisfactory. The reading and recitation were also satisfactory in most cases. The students of the second year were in this exercise clearly superior to those of the first, and had evidently profited by their longer training. I believe that most of the students read only indifferently when they enter the college. I am accustomed to hear all the pupil teachers in my district read once a year, and, though most of them read passably in the later years of apprenticeship, I very seldom hear reading of a really superior character.

Instruction.

There is very little to remark under this head. The *methods* of instruction have undergone no recent change. The *subjects* have been varied only by changes in the syllabus issued under your Lordships' directions.

One of these changes of modern date requires every first year student to answer questions on Latin accidence, and this causes an immense amount of time to be expended in committing to memory, and reproducing with accuracy, the regular and irregular inflexions of the various classes of Latin words. But the subject is dropped at this point. No further acquaintance with the language is required and no opportunity of translating any Latin author is afforded in the examination papers for English students at the close of either year. I am aware that it is otherwise in Scotland; but I have not touched upon the subject with any view to discuss the propriety of the regulation either for Scotland or for England. I wish simply to point out the effect of a slight alteration of this kind upon the normal schools. It has added largely to the labour of the tutors, who have to cram a number of young men with a knowledge of declensions and conjugations, which many of them have never heard of before, and which, though they may be learnt in the course of their first year, will in most cases be forgotten before the close of the second.

Another recent regulation has had a similar effect. Every student has now to commit to memory, in each year of his training, either 300 lines of poetry or 200 lines of

prose; and the tutors have not only to ascertain that the lines are known, but to take care that they are recited with proper emphasis and expression. This is a laborious process, but it is a labour that well repays all the parties concerned. I was surprised to find how perfectly the lines were learnt by every student in this institution, and how well they were generally delivered.

I may specify a third regulation, which has added largely, but (I think) very beneficially, to the labour of tuition in normal schools. It is no longer sufficient to commit the propositions of Euclid to memory, and to endeavour to annex the appropriate diagrams. Every student of either year is now expected to be able to demonstrate "simple deductions from the propositions;" and for this purpose the propositions themselves must be not only learnt but understood. Mr. Smith, the excellent mathematical lecturer at the Borough Road, informs me that the work required in order to produce any satisfactory result in this department is exceedingly heavy, though he quite agrees with me that it is labour well employed.

These instances may suffice to show how much of the teaching in normal schools must be done individually or in small classes, and how incessantly the officers of such institutions must be occupied.

A recent change of a different class deserves one or two remarks. *Economy* was introduced for the first time during the past year as one of the subjects of study for male students. The examination paper was to consist of "elementary questions in sanitary and other practical science of common application, and in political economy," and the questions were to be founded on matter contained in the fourth reading book of the Christian Knowledge Society or the Irish Commissioners, or of any similarly graduated series. I made some inquiry as to the mode in which this new subject was being treated, and it seemed to me that the tutor who had undertaken it found some difficulty in deciding how he should proceed. The subject is wide and imperfectly defined, the text books named are utterly unscientific. A different text book had in fact been to some extent adopted in this institution, and lectures had been given, not so much in conformity with an intelligible programme as upon speculation that they might in some way prepare the students to answer a set of questions of which no definite notion could be formed beforehand. This is a difficulty which will probably disappear after a few years' experience. It appears to me most desirable that, in conformity with the recommendation of the Royal Commissioners, some knowledge of

social, sanitary, and political economy should be imparted in the normal schools; but it is much to be wished that the range of the questions should be well understood and the subject systematically treated.

STOCKWELL.—*Premises.*

The situation, buildings, and arrangements of this college were fully described by Mr. Arnold two years ago, and I entirely agree with him and Dr. Morell in their approbation of every part of the establishment. It is by far the most complete work of its kind that I have seen. Last year, indeed, it was doubted whether the size and airiness of the passages and galleries, however valuable in summer, did not tend rather to produce mischief in winter. It was thought dangerous for young women to sit for a length of time in well warmed class rooms, and then go out unprotected into long, broad, and cold corridors with stone floors. But at that time the heating apparatus was not complete, and no attempt had been made to raise the temperature of those corridors above that of the external atmosphere, All this has now been changed. Pipes have been laid along all the passages frequented by the students, and by means of large stoves on the ground floor heat is made to circulate through every part of the building. At the date of our visit the temperature throughout the galleries was raised to an agreeable height, and it seemed impossible that any injury to health could result from passing through or taking exercise in them.

Health.

New buildings are not unfrequently injurious to the health of their inmates, and it is perhaps owing to this property that the sanitary state of Stockwell college was unsatisfactory up to the close of 1862. Since that date a marked change has taken place. One hundred students went into residence in January 1863, and the whole number remained there up to the time of our visit in November of the same year. There had in fact been no serious illness amongst them, as will appear from the following letter kindly addressed to me by the medical attendant:

14, Stockwell Common,
November 7, 1863.

SIR,

I BEG leave to inform you that the health of the Stockwell Training College has been very favourable this year. From the 1st of January to the present date I have attended only twenty cases of indisposition, consisting principally of mild and transient forms of debility, catarrh, and sore throat.

Yours, &c.
L. WEAVER,
Medical Officer to the College.

The practising schools being annually inspected by my colleague, Mr. Laurie, are much better known to him than to myself, and I beg leave to append his observations concerning them, as well as his remarks upon the lectures which we heard together, and upon the reading, reciting, and lessons of the students which were heard by him alone.

Practising Schools.

Mr. Laurie's remarks on the practising schools.

"The practising schools consist of two separate and independent departments, viz., a *girls' school* and an *infants' school*. In their construction and constitution they differ in no respect from other elementary schools; but they are, of course, understood to present samples of the most approved arrangements, appliances, systems of organisation, and methods, while the number of scholars in attendance should be that of an *average* school. In no other sense can such schools answer the practical and ostensible object of their existence, viz., as *models* for prospective teachers. I have much pleasure in reporting that the practising schools of Stockwell fulfil those conditions. The *girls' school* premises form part of the main building; they are well furnished on the so-called "Battersea plan," and provided with two excellent class-rooms. The *infant school* is held in a separate building, ornamentally constructed, and the internal arrangements are after the "Glasgow plan." The teacher has been trained on the admirable system of the Home and Colonial School Society. Having elsewhere reported specially on the state of instruction, &c., I need say nothing here, but that, with some slight qualifications, the girls' school is a fair, and the infants' a most excellent, field for the practical training of students. Miss Scott's statement of the *amount* of practice, &c., I beg leave to give in her own words."

"*The second year class* is divided into two parts for practice in teaching, and spends five hours per week in the practising schools alternately, so that every second year student has on an average two and a half hours per week in positive school work.

"The remaining half of the class is employed in the laundry and at private study alternately.

"*The first year students* are divided into two classes, *A.* and *B.*; one third of each of these classes spend five hours per week in the practising schools, so that every first year student teaches in the schools for five hours every third week.

"The part of the class not occupied in the schools is employed in the laundry and in the preparation of lessons.

"The students in the second year class, and each of the first year classes, are present at three criticism lessons per week; making a weekly total of nine criticism lessons.

"The second year students frequently have extra time given to this exercise.

"The students also receive from me the matter for their notes of lessons

as a collective lesson, in order that I may thus specially train them to develope, illustrate, and question skilfully."

The Teaching Staff.

Mr. Laurie's remarks on the teaching staff.

"Immediately after the last inspection, the teaching staff suffered from the retirement of Miss Rose, who for several years discharged her professional duties in an efficient manner. Her place was at once filled by Miss Boulton, a teacher of singular energy and ability. Young as she is, she has her class under perfect command; her method of teaching is, without being pedantic, remarkably pointed and precise, and the facts which she wishes to convey are logically arranged and presented in such a manner as to leave distinct landmarks by which they can be recalled. The valuable services of Mr. Hague, who gave a lesson on the analysis of a passage from Shakespeare with scholar-like ability, are unfortunately no longer required in connexion with the institution. The principal teacher, Miss Scott, continues to discharge her responsible and difficult duties with her characteristic zeal and tact. The lecture she gave had reference to the conduct of the student in the attitude of a teacher; and I entirely concurred in Mr. Bowstead's opinion, that, in its practical bearing, it was one of the most effective and least pretentious, lessons that could have been given. Altogether, Miss Scott is peculiarly fitted for her position; for, while her manners are gentle yet firm, and her principles broad and pure, she has the tact and good sense to allow the natural development of the individuality of the student free and independent play. The result of this comparatively rare method of governing is, that the students (whom I had the pleasure of examining at Christmas) showed, in all they did, an exceptional amount of self-reliance, generous consideration for each other, and grateful regard for their teacher. In conclusion, I have to say that the general character of the reading was *high*, and that of the recitation, *excellent*."

I append the usual returns as to income and expenditure, and also as to officers, distribution of time, accommodation, and numbers.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

BOROUGH ROAD NORMAL SCHOOL FOR MASTERS.
FINANCIAL STATEMENT, for the Year ending 31st December 1863.

INCOME.

Sources of Income.	Total Amount actually received during the Year. £ s. d.
Government grants on account of 97 Queen's scholars	2,225 5 0
Government grants on account of 94 students examined at Christmas 1862	1,696 0 0
Fees of sundry students, paid by themselves or their relatives	30 10 6
Grant from Committee of Council	750 0 0
Total current income	4,701 15 6

EXPENDITURE.

Items of Expenditure.	Total Amount actually disbursed during the Year. £ s. d.
Tuition, not including Government grants	993 15 0
Board of 2 masters, 99 students, and 7 servants	1,456 17 7
Washing	103 16 1
Wages of 6 servants, and 1 matron	117 8 2
Fuel and lights	172 9 0
Other housekeeping expenses, including house and servants' washing, chandlery, &c.	123 2 10
Medical attendance for 99 students	35 0 0
Books, apparatus, printing, stationery, postages, and other office charges	453 6 0
Rent, rates, taxes, and insurance	451 11 8
Replacement of furniture and repairs to buildings	234 15 8
Net cost of supporting model or practising schools	28 17 11
Total current expenditure	4,170 19 11
Average cost per head calculated on 98 students	42 11 3

OFFICERS.

Names.	Degrees.	Duties.	Annual Salary. £	Is Board allowed in addition to the Salary.	Is a House or Rooms allowed in addition to the Salary.	Does the Officer reside within the walls of the Institution.
*Joshua G. Fitch (to Midsummer).	M.A., London University.	Principal	350	Dinner.	—	No.
John C. Curtis	B.A., London University.	Vice-Principal Lecturer on History	200 100 L	„	—	No.
Alfred F. Smith	B.A., London University.	Tutor Lecturer on Mathematics.	150 100 L	„	—	No.
Edwin Barkby	Certificated teacher.	Assistant Tutor	65	Yes.	Rooms.	Yes.
John Langton	M.A., London University.	Master of Method	200	No.	No.	No.
Thomas Murby		Music Master	40	No.	No.	No.
J. R. Dicksee		Drawing Master	75	No.	No.	No.
Robert Saunders	Borough Road.	Resident Superintendent.	225	No.	Rooms.	Yes.
John M. Craze	Certificated teacher, Borough Road.	Curator	45	Yes.	Rooms.	Yes.

* Mr. Fitch remained until the summer, when he entered upon the duties of his appointment as H.M. Inspector of Schools. At Christmas a principal will be appointed.

Text Books.

Curtis's History.
Smith's Principia Latina.
Wordsworth's Wanderer.
Hamlet.
Cornwell's Grammar.
Angus' Handbook of English Language.
Pitt's Geometry.
Colenso's Algebra.
Cornwell and Fitch's Arithmetic.
Hughes' Geography.
Cornwell's Geography.
Advanced Reading Book.
Select English Poetry.

Accommodation and Numbers.

1. Number of Students which the building is at this time capable of accommodating - - - - 100
2. Number of furnished dormitories - - - - 100
3. Number of students in residence at the time of making this return, viz.:—

	Who have resided.				Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	3 Years and upwards.	
Queen's scholars—					
Who have been pupil-teachers -	55	40	—	—	95
Who have not been pupil-teachers -	2	1	—	—	3
Total - -	57	41	—	—	98

Distribution of Time.—Time Table for last Half of 1863.

Day.	Time.	Senior First Year Students.	Teacher.*	Senior Second Year Students.	Teacher.*	Junior First Year Students.	Teacher.*	Junior Second Year Students.	Teacher.*
Monday.	7	Private Study	—	Private Study	—	Repetition	A.T.	Private Study	—
	9	" "	—	" "	—	Geography	"	History	V. P.
	10	Grammar	V. P.	Composition	V. P.	Private Study	—	Private Study	—
	11	Maps	A. T.	Grammar	"	" "	—	" "	—
	2	Private Study	—	Private Study	—	Arithmetic	T.	Grammar	V. P.
	3	"	—	History	V. P.	Private Study	—	Arithmetic	T.
	4	Political Economy	T.	Political Economy	T.	" "	—	Private Study	—
	6	Lecture—Natural Philosophy.	"	Lecture—Natural Philosophy.	"	Lecture—Natural Philosophy.	T.	Lecture—Natural Philosophy.	T.
	7.15	Private Study	—	Reading	T.	Private Study	—	Private Study	—
Tuesday.	7	Private Study	—	Private Study	—	Private Study	—	Dictation	A. T.
	9	Lecture on Arithmetic	T.	Lecture on Arithmetic	T.	Grammar	V. P.	Geography	"
	10	Private Study	—	Algebra	"	Reading	"	Arithmetic	"
	11	History	V. P.	Private Study	—	Maps	A. T.	Political Economy	T.
	2	Private Study	—	Geography	A. T.	History	V. P.	Reading	"
	3	Geography	A. T.	Geometry	T.	Critical Lesson	"	Private Study	—
	4	Private Study	—	"	"	Lecture — School Management.	"	Lecture — School Management.	V. P.
	6	Music	M. M.	Music	M. M.	Composition	A. T.	Private Study	—
	7.15	School Registers	A. T.	School Registers	A. T.	Music	M. M.	Music	M. M.
Wednesday.	7	Scripture	R. S.	Scripture	R. S.	Private Study	—	Historic Tables	A. T.
	9	Geometry	T.	Reading	V. P.	Geography	A. T.	Private Study	—
	10	Natural Philosophy	"	Grammar	"	Reading	"	Writing	R. S.
	11	Critical Lesson	V. P.	Critical Lesson	"	Natural Philosophy	T.	Repetition	A. T.
	2	Reading	"	Maps	A. T.	Private Study	—	Mensuration	T.
	3	Repetition	A. T.	Private Study	—	Latin	V. P.	Geometry	"
		Examination:—		Examination:—					
	4	Arithmetic	T.	Arithmetic	T.	Historical Tables	A. T.	History	V. P.
	6	Drawing	D. M.	Drawing	D. M.	Scripture	R. S.	Private Study	—
	7.15	Scripture	R. S.	Private Study	—	Drawing	D. M.	Drawing	D. M.

* V. P., Vice Principal; T., Tutor; A. T., Assistant Tutor; R. S., Resident Superintendent; D. M., Drawing Master; M. M., Music Master.

Time Table for last Half of 1863—*continued.*

Day.	Time.	Senior First Year Students.	Teacher.*	Senior Second Year Students.	Teacher.*	Junior First Year Students.	Teacher.*	Junior Second Year Students.	Teacher.*
Thursday.	7	Private Study	—	Private Study	—	Private Study	—	Maps	A. T.
	9	" "	—	Dictation	A. T.	History	V. P.	Natural Philosophy	T.
	10	" "	—	Arithmetic	T.	Arithmetic	A. T.	Latin	V. P.
	11	History	V. P.	"	T.	Private Study	—	Reading	A. T.
	2	Private Study	—	History	V. P.	Geometry	T.	Private Study	—
	3	Critical Lesson	V. P.	Critical Lesson	"	Mensuration	"	Etymologies	V. P.
	4	Lecture — School Management.	"	Lecture — School Management.	"	Private Study	—	Arithmetic	T.
	6	Music	M. M.	Repetition	A. T.	History Lecture	V. P.	History Lecture	V. P.
	7.15	Geography	A. T.	Private Study	—	Music	M. M.	Private Study	—
Friday.	7	Composition	"	Private Study	—	Private Study	—	Private Study	—
	9	Arithmetic	T.	Reading	A. T.	Writing	R. S.	Grammar	V. P.
	10	Grammar	V. P.	Geography	"	Arithmetic	A. T.	Scripture	R. S.
	11	Algebra	T.	Scripture	R. S.	Dictation	"	Reading	V. P.
	2	Examination of Books	V. P.	Examination of Books	V. P.	Political Economy	T.	Geography	A. T.
	3	" Deductions	T.	" Deductions	T.	Etymologies	V. P.	Composition	"
	4	Private Study	—	Private Study	—	Paraphrasing	"	Private Study	—
	6	" "	—	" "	—	Drawing	D. M.	Music	M. M.
	7.15	" "	—	Music	M. M.	Private Study	—	Drawing	D. M.
Saturday.	7	Private Study	—	Private Study	—	Scripture	R. S.	Scripture	R. S.
	9	" "	—	Writing	R. S.	Lecture—Arithmetic	T.	Lecture—Arithmetic	T.
	10	Reading	T.	Drawing	D. M.	Writing	R. S.	Private Study	—
	11	Drawing	D. M.	Private Study	—	Reading	T.	Writing	R. S.
	11.45	Drill	—	Drill	—	Private Study	—	Private Study	—
	12.30	—	—	—	—	Drill	—	Drill	—

* V. P., Vice Principal; T., Tutor; A. T., Assistant Tutor; R. S., Resident Superintendent; D. M., Drawing Master; M. M., Music Master.

Total number of days on which the work of the Time Table was suspended by continuous vacations, or other holidays during the year ending on 31st December 1863:—Six weeks and two days.

APPENDIX B.

STOCKWELL TRAINING COLLEGE FOR MISTRESSES.
FINANCIAL STATEMENT, for the Year ending 31st December 1863.

INCOME.

Sources of Income.	Total Amount actually received during the Year. £	s.	d.
Government grants on account of 97 Queen's scholars	1,653	5	0
Government grants on account of 89 students examined at Christmas 1862	1,034	0	0
Fees of sundry students, paid by themselves or their relatives	45	15	0
Total current income	2,733	0	0

EXPENDITURE.

Items of Expenditure.	Total Amount actually disbursed during the Year. £	s.	d.
Tuition, not including Government grants	385	0	0
Board of 5 mistresses, 100 students, and 8 servants	1,091	3	3
Washing	99	9	1
Wages of 8 servants	67	8	7
Fuel and lights	131	19	11
Other housekeeping expenses, including house and servants' washing, chandlery, &c.	51	6	2
Medical attendance for 100 students	39	18	3
Books, apparatus, printing, stationery, postages, and other office charges	404	10	10
Rent, rates, taxes, and insurance	112	17	7
Replacement of furniture and repairs to buildings	249	7	4
Garden, Farm, &c.	7	11	6
Net cost of supporting model or practising schools	30	1	2
Total current expenditure	2,670	13	8
Average cost per head, calculated on 100 students	26	14	1

OFFICERS.

Names.	Degrees.	Duties.	Annual Salary. £	Is Board allowed in addition to the Salary.	Is a House or Rooms allowed in addition to the Salary.	Does the Officer reside within the walls of the Institution.
Miss Peake	- - -	Resident Superintendent	70	Yes	Yes	Yes
Miss Scott	Certificated teacher.	Principal teacher	50*	Yes	Yes	Yes
Miss Bolton	Certificated teacher.	Second teacher, teacher of music.	40*	Yes	Yes	Yes
Samuel Hague	LL.B. London University.	Tutor	140	No	No	No
Miss Wainwright	Certificated teacher.	Mistress of Girls' Practising School.	40	Yes	Yes	Yes
Miss Ryder	Certificated teacher.	Mistress of Infant Practising School.	35	Yes	Yes	Yes
Miss Channon	- - -	Teacher of drawing	35	No	No	No

* And augmentation.

Time Table.

Day.	Time.	Second Year Students.	Teacher.	Class A.—1st Year Students.	Teacher.	Class B.—1st Year Students.	Teacher.
Monday.	9 to 10	Arithmetic; Study	Mr. Hague.	Arithmetic	Mr. Hague.	Geography	Miss Boulton.
	10 to 11		" "	Grammar	" "	Map Drawing	" "
	11 to 12	Criticism Lesson "	Miss Scott.	Geography	Miss Boulton.	Arithmetic	Mr. Hague.
	12 to 1	History	" "	Map Drawing	" "	Grammar	" "
	3 to 4	Domestic Economy	Miss Boulton.	Needlework	Miss Scott.	Needlework	Miss Scott.
	4 to 5	Dictation	" "	"	" "	"	" "
	6 to 7	History; Study	Miss Scott.	Read and Write	Miss Boulton.	Read and Write	Miss Boulton.
Tuesday.	9 to 10	Geography	Miss Boulton.	Criticism Lesson	Miss Scott.	Grammar	Mr. Hague.
	10 to 11	School and Laundry	——	History	" "	Arithmetic	" "
	11 to 12	" "	——	Domestic Economy	Miss Boulton.	Criticism Lesson	Miss Scott.
	12 to 1	Map Drawing "	Miss Boulton.	Music	" "	History	" "
	3 to 4	Music	" "	Grammar	Mr. Hague.	School and Laundry	——
	4 to 5	Reading and Writing	" "	Arithmetic	" "	" "	——
	6 to 7	Scripture	Miss Scott.	Scripture	Miss Scott.	Scripture	Miss Scott.
Wednesday.	9 to 10	History	Miss Scott.	School and Laundry	——	Arithmetic	Mr. Hague.
	10 to 11	School Management	" "	" "	——	Grammar	" "
	11 to 12	Study; Language	Mr. Hague.	Grammar "	Mr. Hague.	Read and Write	Miss Boulton.
	12 to 1	Cutting-out	Miss Scott.	Cutting-out	Miss Scott.	Music	" "
	3 to 4	School and Laundry	——	Criticism Lesson	" "	Domestic Economy	" "
	4 to 5	" "	——	School Management	" "	Dictation	" "
	6 to 7	Geography; Study	Miss Boulton.	Read and Write	Miss Boulton.	History	Miss Scott.
Thursday.	9 to 10	Reading and Writing	Miss Boulton.	History	Miss Scott.	School and Laundry	——
	10 to 11	History	Miss Scott.	Dictation	Miss Boulton.	" "	——
	11 to 12	Needlework	" "	Geography	" "	Cutting out "	Miss Scott.
	12 to 1	School Management	" "	School Management	Miss Scott.	School Management	" "
	3 to 4	Criticism Lesson	" "	School and Laundry	——	Grammar	Mr. Hague.
	4 to 5	School Management	" "	" "	——	Arithmetic	" "
	6 to 7	Grammar	Mr. Hague.	Singing	Miss Boulton.	Singing	Miss Boulton.
	7 to 8	Singing	Miss Boulton.	"	" "	"	" "
Friday.	9 to 10	Arithmetic	Mr. Hague.	Read and Write	Miss Boulton.	School	——
	10 to 11	Language	" "	Notes of Lessons	Miss Scott.	Notes of Lessons	Miss Scott.
	11 to 12	School	——	Arithmetic	Mr. Hague.	Read and Write	Miss Boulton.
	12 to 1	Arithmetic; Study	Mr. Hague.	Grammar	" "	Geography	" "
	3 to 4	Study	Miss Scott.	School	——	Criticism Lesson	Miss Scott.
	4 to 5	"	"	"	——	School Management	" "
	6 to 7	Drawing	Miss Channon.	History	Miss Scott.	History	" "
Sat.	9½ to 10½	Geography	Miss Boulton.	Drawing	Miss Channon.	Drawing	Miss Channon.
	" 12	——	——	"	" "	"	" "

Text Books used.

School Management.—Dunn's Manual, Stow's Training System, Graduated Course, published by Home and Colonial.

Arithmetic.—"Science of Arithmetic," Cornwell and Fitch; Davis's Arithmetical Exercises; Thomson's Arithmetic; Colenso's Arithmetic.

Grammar.—Morell's Grammar and Analysis; Mason's English Grammar.

Geography.—Cornwell's Geography; Coghlan's Tables of British Geography; Hughes' Physical and Manual of Geography; Malte Brun's Universal Geography; Murray's Geography.

Reading.—Chambers' Elocution.

Domestic Economy.—Tegetmeier's Domestic Economy.

Music.—Hullah's Manual; Murby's Manual.

Notes of Lessons.—Maunder's Natural History; Patterson's Zoology; Chambers' Physiology; Object Lessons.

Scripture.—Edie's Encyclopædia; Scott's Commentary; Illustrated Commentary; Barnes' Notes; Milner's Bible Hand Book.

History.—Curtis's History; Macaulay's History; Prince's History; Tytler's History of Scotland; Maunder's History; Keightley's History; Lord Mahon's History.

Total number of days on which the work of the Time Table was suspended by continuous vacations, or other holidays, during the year ending on 31st December 1863:—

Easter Holidays	from April 3rd to 7th - -	5 days.
Whitsuntide do.	„ May 25th to 26th -	2 „
Midsummer Vacation	„ June 19th to July 24th -	35 „
Michaelmas Holidays	„ October 5th to 6th -	2 „
	Total - -	44

Accommodation and Numbers.

1. Number of Students which the building is at this time capable of accommodating - - - - 102
2. Number of furnished dormitories - - - 102
3. Number of students in residence at the time of making this return, viz.:—

	Who have resided				Total.
	Less than 1 Year.	Between 1 and 2 Years.	Between 2 and 3 Years.	3 Years and upwards.	
Queen's Scholars—					
Who have been pupil-teachers -	71	28	—	—	99
Who have not been pupil-teachers - - - -	1	—	—	—	1
Total - -	72	28	—	—	100

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, J. D. MORELL, Esq., A.M., LL.D., *on the* WESLEYAN NORMAL SCHOOL, WESTMINSTER.

MY LORDS,

IN company with my colleague, Mr. Scoltock, I visited the Wesleyan Normal School, Horseferry Road, Westminster, during the week commencing Oct. 5th, 1863.

BUILDINGS, &c.

The committee of this institution have for some time past been studying to adapt the buildings to the increased demand made upon them for the training of students, both male and female. In addition to the improvements and extensions before made, they have this year greatly enlarged the lecture hall, and thus fitted it more perfectly both for their own daily use and for the annual examination of the students. A large addition has also been made to the dining hall, so that it is now amply sufficient for the increased demand made upon it.

Some of the class rooms have also been ventilated anew and made more conducive both to health and comfort. The buildings as a whole are in fact now in excellent condition, and well suited in all respects for the purposes for which they are intended.

The number of resident students at the time of our visit was 70 males and 59 females. Of the males 31 were taking the second year's course of study, and 39 the first. Of the females there were 34 in their first year and 25 in their second. These numbers exhibit a much larger proportion than usual of second year students.

HEALTH.

With regard to the health of the students during the last year, this appear to have been somewhat unusually fluctuating. I subjoin a statement by the medical attendant, from which your Lordships will be able to judge both of the extent and the character of the indisposition.

18, Bessboro' Street,
Belgrave Road, S.W., Jan. 14, 1864.

There was more sickness than usual at the Wesleyan Training school Horseferry Road) last year. In a few weeks after the return of the students from their Christmas vacation, the small-pox, which was very prevalent throughout London, broke out among them, and cases kept turning up until Midsummer.

Only three of these cases were at all *full*, and these were very benignant—the recovery was easy. About 30 more were attacked, but every case being of the modified kind (the subjects of the attacks having all been vaccinated), the mischief was very slight, and the work of the institution scarcely at all hindered.

About one-third of the students were re-vaccinated in May. In the early spring one male student fell ill of *typhoid* fever, which was extremely tedious, but from which he had fairly recovered by Midsummer.

Towards the close of the first session the health of several of the students began to fail, but most of them returned in good health after the vacation. During the summer holidays, one of the young men (apparently robust) was attacked by consumption, and died at his home in the autumn. Soon after the return of the students certain of them displayed a want of vigour and working power, and one by the end of October fell into a fever which proved to be *typhus* (this type of fever being common in Westminster at the time), and of which she ultimately died in the institution.

From that time cases of sore throat and influenza were rather frequent, but few of them were severe; and for the most part the cases under treatment were such as might be expected when so many persons, not of full growth, were working at a pressure and under some considerable degree of mental anxiety.

Still, on the whole, the great bulk of the students have passed the year without receiving any damage of a permanent nature.

(Signed) W. K. Parker,
Medical Officer to the College.

Reading, Recitation, and Lessons.

In company with Mr. Scoltock I heard the reading and the recitation prescribed by your Lordships, as forming part of the examination for teachers' certificates. We concurred in regarding the reading as being very creditable, and as clearly indicating that special attention had been paid to this branch of education. The recitation also appeared to us to be very satisfactory, both as regards its accuracy and the feeling with which the sentiment was expressed. The subjects chosen for collective lessons were mostly of a practical kind, and, with the exception of occasional provincialisms, which it seems impossible wholly to eliminate, the language and the manner left a very favourable impression.

Instruction in School-Management.

The instruction in school-management is given under three heads; viz. (1) lectures, (2) criticism lessons, and (3) practical teaching. It is nearly the same for students of each sex.

I. The lectures given by the head master to the first year's students comprise, 1st, a short historical account of popular education in England, including the rise of Sunday schools, the systems of Bell, Lancaster, and Stow, of the Edinburgh Sessional school, and of the changes consequent

on the introduction of pupil-teachers; 2nd, the organization of schools, including the arrangement and construction of school furniture; 3rd, school method, as applied to the various branches of elementary instruction. A series of lectures is given to female students of the first year on the peculiarities of infant school teaching by Mr. Bailey, the master of the infant school. The second year's course, given also by the head master, while it includes a revision of the former lectures on organization and method, deals chiefly with the principles of teaching as dependent on the constitution and the gradual development of the intellectual and moral powers of the children.

II. Criticism lessons are conducted in the method explained in former reports. Fifteen are given by the male and nine by the female students weekly, in rotation, under the head master, Mr. Kinton, and the teachers of the practising and model schools. Each occupies a quarter of an hour, after which they are criticised by the other students present as to matter and manner. The presiding teacher then reviews the whole, accepting, rejecting, or adding to the previous criticisms. The extensive schools of this institution present special facilities for this exercise.

III. The students of the first year spend two hours weekly in the practising school, sometimes hearing model lessons given by the principal teacher, but chiefly engaged in teaching classes under superintendence. Each also in rotation spends an entire week in one of the practising school, taking charge of a large division or section, and being held responsible for its good order and progress. A report is given of each to the head master by the teacher of the school. Subsequently each spends a week continuously in the model school, not teaching but only making notes of what passes. These form the basis of a report, which is afterwards revised and reported on by the teacher of that school to the head master. From the second year's students the class teaching and attendance in the model school have this year been dispensed with; but in lieu of them each has had the charge of a large division in the practising school for a fortnight continuously, their diligence and skill being again reported to the head master as in the first year. This teaching of large divisions has been introduced into the training of students of both years for the first time this session, and is probably the nearest approximation which can be made to the actual teaching of a school. The results of the change, so far as they can yet be estimated, are deemed very satisfactory.

LECTURERS AND TEACHERS.

With one exception there has been no change in the staff of lecturers and teachers, either in the normal or practising schools, since my last visit. The instruction in the former has been continued with the same regularity and carried on in the same spirit as before. Respecting these, therefore, I need add nothing more to the reports of former years by way of commendation. The actual result of their teaching is made sufficiently obvious by the returns at the annual examination.

From our short visit to each of the practising schools the teachers appeared to be labouring much as usual to present correct models of good method and useful results to the students. The appointment of Miss Brocklehurst as superintendent of the department of domestic economy and needlework in the Normal school has secured additional means of proficiency in these branches to the female students.*

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

* For Financial Return *see* Table No. 3, pp. 282–5.

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, W. SCOLTOCK, Esq., M.A., *on the* NORMAL SCHOOL *at* BANGOR.

MY LORDS, January 1864.

I INSPECTED the Normal College at Bangor during the week beginning the 24th of August 1863.

I beg leave to give the results of the examinations, for certificates and Queen's scholarships, which were held in December 1862.

Twenty-five first-year students sat for certificates, one of whom gained a first class, fifteen were placed in the second class, eight in the third class, one was scheduled, none failed, three passed in Welsh.

I have appended a list containing the names of the students who passed in December 1862, together with the schools to which they have been appointed. *Vide* Appendix A.

Thirty-four candidates tried for Queen's scholarships. Of these,—

23 had been pupil-teachers.
11 had not been thus trained.
12 pupil-teachers gained first-class scholarships.
8 pupil-teachers gained second-class scholarships.
1 non-pupil-teacher gained a first-class scholarship.
6 non-pupil-teachers gained second-class scholarships.

Thus only one of those who had been pupil-teachers failed to obtain a scholarship; this result was much more creditable than that of 1861, when the failures on the part of pupil-teachers were very numerous.

The number present at the date of my visit was 40,—

31 Queen's scholars.
9 paying students.

Appendix B. contains the names of those in residence and other particulars.

I regret to state that only 8 students remained for a second year's course of study.

On comparing the marks gained by the students in 1862 with those of 1861 I find that there has been an improvement,—

In grammar -	- 92·00	against	70·00.
In geography -	- 96·00	„	85·00.
In arithmetic -	- 44·00	„	25·00.
In school management	68·00	„	50·00.
In penmanship	96·00	„	45·00.

Falling off,—

Reading	64·00	against	65·00.
Euclid -	76·00	„	90·00.
Algebra	16·00	„	17·65.

The marks were the same in—

History	20·00	against	20·00.
Spelling	100·00	„	100·00.

In English grammar, geography, spelling, and penmanship the students of Bangor College gained marks above the average of all the Normal Colleges. In history, arithmetic, school management, reading, Euclid, and algebra the marks are below the average.

In former years I have tried to explain the partial failure in history on the grounds that little or no history is taught in the elementary schools in North Wales. The want of success in school management may be due to many causes: in the first place the selection of pupil-teachers has been left too much to the masters, who have been apt to select some youth who could learn quickly, and thus save trouble as regards acquiring knowledge, instead of choosing a boy who was well able to impart knowledge, and to learn by practice the art of school keeping. In addition to this I think that the present arrangements as regards the time spent by the students in the practising schools is not very satisfactory. Too many students, at least in my opinion, go down together, for it is quite out of the question that so great a number of teachers could ever be employed in a single school; moreover the actual teaching by the students is put off until the second half of the year, so that between the time of entrance to the college and the date at which the residents begin to give lessons six months elapse, and in so long a space of time even an experienced pupil-teacher may lose the art of teaching. I would venture to suggest that it may be found advisable to send down four students at a time to the practising school, and this plan might be put into operation as soon as the men come into residence after Christmas.

I must also call the attention of the Committee of the Normal College to the state of the so-called practising schools. I think that there ought to be a closer connexion between the schools where the students teach and the college at which they are trained. The school premises should present a model of cleanliness and order, the windows should be duly cared for, the ventilation attended to, and the floor swept and scoured.

Owing to the illness of Mr. Price, I was not able to hear him teach; I however examined the students in some of the subjects in which Mr. Price gives lectures.

As Latin is one of the subjects required by the new syllabus I asked the first year's students some elementary questions on this language; very few of the men were able to answer in a satisfactory manner; this can scarcely be wondered at, for Latin grammar has not been studied by the pupil-teachers in Wales.

English grammar appears to have been taught with care and ability. With geography too I hope that the students are well acquainted; however the maps, both those drawn from memory and also those sketched from copy, were wanting in neatness and finish.

I regret to say that the reading was not good. It is certainly somewhat difficult to get rid of accent in reading a language other than one's own, but though Welsh may be spoken in many parts, yet the majority of students must have learnt to read English as scholars at school and also as pupil-teachers, and I therefore think that it was inexcusable that some read with so marked an accent that it was difficult, without the book, to understand the passages read. The recitation was not in all cases correctly repeated.

In conclusion I beg leave to offer my thanks to the reverend the Principal and other members of the committee for their courtesy in meeting me at the time of the inspection of the Bangor Normal College, and also for the readiness they shewed in wishing to do the utmost in their power to make the institution in every respect most efficient.

Health.

I made inquiry respecting the health of the students and find for the most part that it has been satisfactory.

Accounts.*

I examined the accounts and found them to be kept in a careful and intelligible manner.

I have the honour to be, &c.

William Scoltock.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* For Financial Return *see* Table No. 3, pp. 282–5.

APPENDIX A.

STUDENTS who passed the Examination at Christmas 1862.

Name.	Whether Pupil-teacher.	Scholarship.	Certificate.	Came from	Appointed to
Adams, John F.	Yes	1st class	1	Swansea, B.S.	Swansea, N.C.
Bevan, John	,,	2nd ,,	2	Llanelly, C.W.S.	Llansadawrn, B.S.
Currie, Daniel Chas.	,,	,, ,,	2	Dolbadarn	Dwyran, B.S.
Danford, Jno. Lewis	,,	,, ,,	2	Swansea	Trecastle.
Davies, David A.	,,	,, ,,	2	Brynmawr, B.S.	Brynmawr, B.S.
Davies, Thomas	No	No	3	Tredegar	In residence.
Davies, William	Yes	2nd class	2	Festiniog	Festiniog,
Evans, Evan	,,	No	3	Dyffryn	Pontcysyllte.
Evans, John Thos.	No	2nd class	3	Holyhead	In residence.
James, John Robt.	Yes	,, ,,	2	Carmarthen	Llanpumsaint.
Jones, John (B.)	,,	,, ,,	2	Dyffryn	In residence.
Jones, John W.	,,	,, ,,	2	Holyhead	Rhydlewis, Newcastle, E.
Jones, Jenkin	,,	,, ,,	4 (Schedule.)	New Quay	Llwyndafydd.
Morgan, William L.	,,	1st ,,	2	Newtown	Aberhosan.
Morgan, William O.	No	No	3	Penllwyn	In residence.
Morris, John	Yes	2nd class	3	Risca	Cross Inn.
Mumford, Thomas	,,	,, ,,	2	Pembroke Dock	Llangadog.
Nicholson, William	,,	,, ,,	2	Holyhead	Llwydcoed.
Owen, Humphrey	,,	,, ,,	2	Deiniolen	In residence.
Hughes, John Parry	,,	No	3	Dinorwic	Do.
Pritchard, Hugh	,,	1st class	2	Deiniolen	Do.
Roberts, Owen	,,	2nd ,,	2	Holyhead	Crom Ivor Llandeilo.
Thomas, William	No	No	3	Pentyrch	Porth.
Williams, Griffith	Yes	2nd class	3	Llanllechid	In residence.

APPENDIX B.

STUDENTS in Residence 1863.

Second Year Class.

No.	Name.	Whether Pupil-teacher.	Certificate.	Came from
1	Davies, Thomas	No	3rd class	Tredegar.
2	Evans, John T.	,,	,, ,,	Holyhead.
3	Jones, John B.	Yes	2nd ,,	Duffryn.
4	Morgan, William	No	3rd ,,	Penllwyn.
5	Owen, Humphrey	Yes	2nd ,,	Llandiniolen.
6	Parry, John H.	,,	3rd ,,	Dinorwic.
7	Pritchard Hugh	,,	2nd ,,	Llandiniolen.
8	Williams, Griffith	,,	3rd ,,	Llanllechid.

First Year Class.

No.	Name.	Whether Pupil-teacher.	Scholarship.	Came from
1	Bush, James	Yes	1st class	Carmarthen.
2	Cadwaladr, John	,,	2nd ,,	Festiniog.
3	Daniel, John	,,	,, ,,	Brynmawr.
4	Edwards, David	,,	1st ,,	Pembroke Dock
5	Ellis, Owen	No	2nd ,,	Porthmadoc.
6	Evans, Joshua	Yes	1st ,,	Beaufort.
7	Evans, Rees	No		Llandovery.
8	Griffiths, John	Yes		Llanberis.
9	Houlson, Abraham	,,	1st ,,	Dowlais.
10	Jeffreys, Thomas	,,	2nd ,,	Ebbw Vale.
11	Jones, Daniel	No	,, ,,	Tanygroes.
12	Jones, David (A.)	Yes	1st ,,	Ebbw Vale.
13	Jones, David (B.)	,,	2nd ,,	Newtown.
14	Jones, Edward	No	1st ,,	Llanuwchllyn.
15	Jones, John (A.)	,,		Bethesda.
16	Jones, John (C.)	,,	2nd ,,	Aberaeron.
17	Jones, John (D.)	Yes		Rhos Ruabon.
18	Lewis, Richard	,,	1st ,,	Dowlais.
19	McKillican, Robert	,,	2nd ,,	Liverpool.
20	Matthews, John	,,	,, ,,	Holyhead.
21	Morris, Richard	,,	,, ,,	Llangerniew.
22	Parry, William	,,	1st ,,	Bethesda.
23	Pope, John	,,	,, ,,	Dowlais.
24	Price, James W.	No		Aberdare.
25	Scourfield, B. A.	,,	2nd ,,	Henllan.
26	Short, Edward	Yes	1st ,,	Dowlais.
27	Thomas, John	,,	,, ,,	Blaina.
28	Thomas, William	,,	,, ,,	Llangerniew.
29	Williams, Hugh	No	2nd ,,	Caerhun.
30	Williams, John	Yes	,, ,,	Bethesda.
31	Williams, William	No		Bethesda.
32	Griffith, Owen	Yes		Llanrhuddlad.

APPENDIX C.

OFFICERS.

Names.	Degrees.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary.	Is a House or Rooms allowed in addition to the Salary.	Does the Officer reside within the walls of the Institution.
John Phillips	Edinburgh	Principal	Honorary.	—	—	—
John Price	Borough Road	Vice-principal	200*l.*	No.	Yes.	Yes.
Hugh Jones	,, ,,	Tutor	150*l.*	,,	No.	No.
John Edmunds	,, ,,	Drawing master, employed two evenings a week.	15*l.*	,,	,,	,,

Time-Table.

Time.	Section.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
7–7½	A. B. C.	2 Writing	1 Dictation	2 Writing	1 Dictation	2 Writing	1 Dictation.
9–10	A. B. C.	2 School 1 Grammar	2 Algebra 1 History	2 Astronomy B. School 1 Reading	2 Euclid 1 Grammar	2 Algebra 1 Reading C. School	3 Arithmetic. 1 History.
10–11	A. B. C.	2 School Geography	1 Grammar 2 Arithmetic	1 School Management B. School 2 Writing	2 Political Economy 1 Geography	1 Reading 2 Political Economy C. School	1 Composition. 2 Political Economy.
11–12	A. B. C.	2 School 1 Reading	1 History 2 Arithmetic	1 Reading B. School 2 Dictation	1 Grammar 2 Euclid	1 History Private Study 2 C. School	2 Mensuration. 1 Composition.
2–3	A. B. C.	1 School 2 Euclid	2 Euclid 1 Latin	2 Arithmetic 1 B. School Private Study	2 Music 1 Latin	2 Arithmetic. 2 Algebra. C. School.	—
3–4	A. B. C.	1 School 2 Mapping	2 Mensuration 1 Composition	2 Arithmetic 1 B. School 2 Mapping	1 Latin 2 Music	2 Political Economy. Arithmetic. 1 C. School.	—
4–5	A. B. C.	1 Geography 2 Music	1 Latin 2 Political Economy	2 Mapping 1 School Management	1 Geography 2 Music	2 Arithmetic. 1 School Management.	—
6½–8	A. B. C.	3 Music	3 Drawing	Private Study	2 Writing 1 Reading	3 Drawing.	—

A. Second Year's Class.
B. First Division First Year.
C. Second Division First Year.

1 Vice-principal.
2 Tutor.
3 Drawing Master.

Distribution of Time.

Total number of days, including half-days, on which the work of the Time-Table was suspended by continuous vacations, or other holidays, during the year ending on 31st December last, 41 days.

Accommodation and Numbers.

Number of students which the building is at this time capable of accommodating - - - - - 41

Number of furnished dormitories - - - - 41

Number of students in residence at the date of this return, viz.:—

	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
1. Queen's Scholars—			
Who have been pupil-teachers - -	19	5	24
Who have not been pupil-teachers -	6	3	9
2. Other Candidates for Examination as Students, in December next—			
Who have been pupil-teachers - -	3	—	3
Who have not been pupil-teachers -	4	—	4
Total - -	32	8	40

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *at* HAMMERSMITH, *for* SCHOOLMASTERS, *and at* LIVERPOOL *and* ST. LEONARD'S-ON SEA, *for* SCHOOLMISTRESSES.

MY LORDS,

THE annual inspection of Roman Catholic Normal Schools was held in September and October 1863. In conducting it I was assisted at Liverpool by Mr. Lynch, and at Hammersmith and St. Leonard's, by Mr. J. R. Morell.

NUMBER OF STUDENTS.

Number of students.

We found 164 students in residence.

STUDENTS IN RESIDENCE, October 1863.

	1st Year.	2d Year.	Total.
At Hammersmith (males) - -	28	*35	63
Liverpool (females) - - -	41	†28	101
St. Leonard's-on-Sea (females) - -	17	‡15	
Total - - -	86	78	164

The female students at Liverpool and St. Leonard's were all Queen's scholars, and also 49 of the male students at Hammersmith.

ACCOMMODATION.

Accommodation.

There were seven vacancies in the Hammersmith College, which provides accommodation for 70 students; two vacancies at Liverpool, where 71 students may be received; and 28 vacancies at St. Leonard's, which contains room for 60 students. The offer of free admission as Queen's scholars to all candidates who could pass an easy preliminary examination had therefore in 1863 drawn into Roman Catholic Normal schools 164 young persons desirous to become elementary schoolmasters or mistresses; and the students thus admitted filled 81·6 per cent. of the accommodation furnished by the Colleges, leaving 18·4 of the room still unappropriated. It will be observed that vacancies occur chiefly in the St. Leonard's Normal school. In the

* One placed in fourth division at Christmas last.
† One placed in fourth division.
‡ Four placed in fourth division.
These six students are to be re-examined at Christmas 1863 for the first year's course, but they are now passing through their second year of residence, and they gave lessons before H.M. Inspectors.

course of 1863 two Queen's scholars withdrew from the Liverpool College; one, in her third year of residence, accepted the offer of a large school in London, and in the second case, the College authorities deemed removal to be desirable. Previous to these withdrawals the accommodation was completely filled.

Teaching Staff.

Teaching staff.

The officers charged with the general management and instruction of the students are returned to me as under:

——	Hammersmith.	Liverpool.	St. Leonard's.
Principal	Rev. J. B. Rowe	Mrs. H. Sneessens.	Miss A. Laprimaudaye.
Vice-principal	Rev. J. Graham	Miss Lescher	Miss Hunt.
Lecturers	Rev. F. Law, occasional.	Miss Wallis, occasional.	Miss Buckle.
	Rev. E. G. Bagshawe, occasional.	Miss Farrell, occasional.	Miss Atkinson.
	R. Walker, Esq.	Miss Hartigan.	Miss Mullen.
	Mr. J. Green, C.T.	Miss Grainger.	—
	Mr. C. Regan, C.T.	Miss Lomax.	—
Teacher of drawing	Mr. Burchett	Miss Perry.	—
Teacher of music	Mr. A. Coene	Miss Tilbury.	—
Matron	—	Miss Williams	Miss Twist.
Drill-serjeant	Mr. Austen	—	—
Total	10	10	6

Text Books.

Text books.

The text books employed are said to be—

——	At Hammersmith.	At Liverpool.	At St. Leonard's.
On School Management	Morrison.	Gill.	Currie.
		Currie.	Morrison.
		Mayo.	Gill.
			Dunn.
			Hugo Reid, &c.
Arithmetic	Colenso.	Cornwell.	Smith.
	Potts.	Colenso.	Cornwell.
			Colenso.
			Tate.
Geography	Clyde.	Cornwell.	Guyot.
	Lawson.	Hughes.	Sullivan.
			Hughes.
			Cornwell.
			Humboldt.
			Chambers.
			McLeod.

	At Hammersmith.	At Liverpool.	At St. Leonard's.
Grammar - -	Morell.	Morell.	Stoddart. Trench. Cassel. Latham. Morell. Bromby, &c.
History - - -	Curtis. Ross.	Ross. Burke's Lingard.	Lingard. Hamilton. Hallam. Creasy. De Lohm. Flanagan. Macaulay, &c.
Writing - - -	Mulhauser.	—	—
Drawing - - -	Burchett.	Burchett. Dicksee.	—
Music - - -	- - -	Hullah.	—
Domestic Economy -	- - -	Tegetmeier.	—

Time Tables.

Time tables.

The time devoted in the course of one week to the various subjects of instruction is stated to be,—

	Hammersmith.		Liverpool.		St. Leonard's.	
	1st Year.	2d Year.	1st Year.	2d Year.	1st Year.	2d Year.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religious knowledge.	4	4	6¾	6¾	9¾	9¾
School management.	2	4	3½	12	5	4
Grammar - -	2	2	6	4½	4¾	4
Arithmetic, &c. -	5	5	6½	5	4	4
History - -	2	2	3	3½	2	3
Geography -	2	2	4½	2½	1¾	1¾
Reading - -	3	3	2	1	2¼	2¼
Drawing - -	3	3	1¼	1¼	—	—
Music - -	3	3	1¾	1¾	1½	1½
Writing - -	2	2	1½	1	0¾	0¾
Examination -	6	6	—	—	6	6
Economy - -	2	2	1	0½	2	2¾
Needlework -	—	—	3½	3½	2½	2½
Physical science -	—	—	—	—	1	1
Maps - -	—	—	—	—	0¾	0¾
Private study -	—	—	—	—	5¼	5¼
Total - -	36	38	41¼	43¼	49¼	49¼

During the year ending 31st December 1862, the work of the time table is stated to have been suspended at Ham-

mersmith for 72 days, at Liverpool for 85 days, and at St. Leonard's for 52 days. Subtracting the two weeks occupied by annual examinations, and the usual half holiday upon Saturday, it would appear from the returns that the exact number of days, including half days, on which the work of the time table was suspended by continuous vacations or other holidays during the year ending upon 31st December 1862, covered about seven weeks at Hammersmith, nine weeks at Liverpool, and three weeks at St. Leonard's.

St. Leonard's Normal School.

St. Leonard's.

The announcement which has been made to the Committee of Council, that the institution at St. Leonard's-on-Sea will not be continued as a Normal school under their Lordships' Minutes, renders unnecessary all remark upon the teaching staff there, the variety of text books, the hours of study, or the length of vacation. We confined ourselves during our last official visit to the duty of hearing the reading of students in both years, and of forming a judgment upon the teaching power of those in the second year as tested by trial lessons given in our presence. We were not entirely satisfied with either the reading of prose or the recitation of poetry. The recitations in particular failed to exhibit the graces which due preparation under skilful governesses is likely to impart. On the other hand, the trial lessons we considered to be generally creditable to students who had enjoyed but imperfect opportunities of practice in a small school. If at some future time an increased demand for elementary schoolmistresses should lead to a renewal of the attempt to establish a second institution for their training, it will be desirable to try the experiment in a locality combining healthfulness with the elements of a practising school, and facilities of communication with a fair number of schools and their managers. In beauty and salubrity of position St. Leonard's cannot be surpassed; but it contains few Roman Catholic children of the labouring class, nor is it contiguous to any group of Roman Catholic schools.

During our visit of inspection the Rev. J. G. Wenham was good enough to attend on the part of the managing committee.

Liverpool Normal School.

Liverpool Normal school.

The numbers seeking admission at Liverpool continue to show the popularity of that Normal school. At Christmas 1862, 70 candidates there produced 52 Queen's scholars,

of whom only 42 could be received into residence. A class even of that number I am disposed to regard as too large for the convenience of the governesses and the general interest of the students. For teachers and taught it is better that the students in the same year should not be allowed to exceed 35. Nor does the accommodation in the lecture rooms suffice for a larger number. It is therefore not altogether matter of regret that at Christmas 1863, under modified conditions, but 47 candidates for admission presented themselves for examination. One only of these had not been a pupil-teacher. Forty-six were apprentices; viz., from schools in Liverpool 13, London 5, Birkenhead and Sheffield 3 each, Bath, Carlisle, Hull, Newcastle, Saint Helen's and York 2 each, Abergavenny, Accrington, Ashton-under-Lyne, Bristol, Dumfries, Dundee, Durham, Leeds, Manchester, and Preston 1 each. Forty of them, including the candidate who had not been a pupil-teacher, passed the admission examination successfully.

The trial in reading proved very satisfactory. The students of the second year recited poetry, with an elegance and expression which afforded the best evidence of their own careful industry and of the high qualifications of their governesses. Their prose reading also displayed taste and judgment, and was generally good in point of correctness, deliberation, and tone of voice. From students of the first year less was expected. Two, however, were excellent, several very good, and only three in 41 fell below the standard of fair. The passages for recitation were judiciously selected from the prescribed authors.

The trial lessons by students of the second year were given partly in the practising school or a class room of the college and partly in two neighbouring primary schools employed for variety of practice. They were arranged methodically with direct reference to the requirements of the Revised Code. Each of the 28 students taught three times in our presence, and of the 84 lessons given by them 79 were upon elementary subjects within the scope of the Code. The lecture, known as gallery-lesson, had nearly disappeared, and I record the change with gratification. The order and the character of these trial lessons afforded an example of the skill and foresight which mark all arrangements here. We estimated the matter and method of the lessons as uncommonly good. They proved that all the students of the second year had been familiarized with the management and instruction of classes, that many

had also acquired an aptitude for dealing with infants, and that all had been well drilled in preparing children to pass examination under the authorized standards. We were pleased to learn further that during the winter months the same students had obtained experience in the peculiar work of evening classes, which are so needful and serviceable throughout the manufacturing districts. No known means of preparation seems to have been spared in the effort to fit these normalists to become efficient teachers of elementary schools.

The college account-books were submitted to us. The accounts, though not audited, are kept with the same careful and elaborate neatness as in former years. The system already explained in my reports is maintained. Pains are taken fairly and accurately to apportion to the Normal school its own share in the expenditure, and the moderate cost of living per head compared with the liberal dietary leaves the managers no room to complain of the principle of distribution.

Our inspection was agreeably closed by music, vocal and instrumental, by some excellent recitations, and by an original piece, which in a light vein of humour exposed the follies of some young teachers and conveyed in a pleasant form lessons of much practical wisdom.

During our visit the managing committee was not represented.

The labour of inspection at Liverpool was materially lightened by a prudent and methodical arrangement of exercises settled beforehand by the governesses of the training school.

Since the opening of the Liverpool Normal School in 1856, 285 students have been received into training, of whom 70 continue in residence, and 174 are known to be acting as elementary teachers in Great Britain.

Hammersmith Normal School.

Hammersmith Normal school.

The male students in training at Hammersmith during 1863 formed the largest classes ever examined at that institution. A gratifying improvement in their physical appearance was visible. They looked cheerful, manly, and robust. Their carriage gave promise of that integrity of character which is the foundation of usefulness in every walk of life, and is nowhere more essential than in the school-room.

Drawn together as these students have been from all the provinces of England and Scotland, most of them Irish by

birth or association, the difficulty of obtaining refinement of tone in reading cannot be denied. Earnest pains have, I am sure, been bestowed; but in too many cases the brogue or coarse accent still prevails. What I should be glad to observe, as I consider it reasonable to require, is that the students of the second year should in reading display a marked advance upon those of the first year. They certainly show more intelligence, and their recitation of Shakespeare was creditable to their industry and to the care of their instructor; but the prose reading leaves much to be desired, and something of what is wanted might be attained by careful and frequent practice.* The vocal music, in which they take much pleasure, is executed so correctly as to assist the reading.

The trial lessons were generally characterized by simplicity and good sense. I should have seen with pleasure more evidence that the students had received practical preparation to conduct schools under the Revised Code. In future years the lessons will conform more closely to the standards.

I may here mention another point which has struck me both in visits to Hammersmith and in inspection of schools under Hammersmith masters. The correct method of keeping school registers is not practically learnt. That the matter is prominently noticed in the lectures on school-management I have no doubt, and the students have opportunities of observing the registers of the practising school. But they are not always able to keep registers. The best remedy perhaps for this defect would be for the lecturer on school-management to cause his men actually to fill up class rolls with entries from his dictation. He would provide every student with a cheap class-roll. He would take in his hand either an old roll from the practising school or a roll previously filled carefully by himself. He would first read out and cause every student to write in ink upon the class-roll before him the names of a number of boys, say from 30 to 40, with date of admission and age. The students would then exchange pens for pencils. The lecturer would next read out and let the students mark each in his own roll the attendances, morning and afternoon, for one month, the absences, with cause of absence, and the fees. He would then allow the students half an hour to make up and enter the weekly averages of the first month, which he would strictly revise and cause to be corrected again and again until every item was exact. Another lesson would carry the class to the end of the first quarter, when the quarterly average must be calculated, and so on to the end

of the year. Special pains should be bestowed upon the yearly averages, which are the most important items to be made, and which are often found to be inaccurately taken by schoolmasters. The date of year, month, and day will in every case be plainly recorded. Afterwards the admission-book and summary might be minutely discussed. Such a course is known from experience to be needed in preparing students hereafter to discharge well one of the every day duties of honest schoolmasters.

The books of account are well kept. All receipts and disbursements pass through the bank. Liabilities are ascertained periodically and bills are regularly paid. The system of recording the items of expenditure appears to me quite satisfactory, but I do not think that the receipts are exhibited in the cash book so clearly as is desirable. The book-keeper debits himself with money received from the principal, but he nowhere enters what the principal receives on behalf of the college. The principal relies upon the banker's book to show all the college receipts, and no doubt it does so sufficiently for his purpose. But without explanation some of the banker's entries are unintelligible to all but himself, and there can be no reason for any intricacy of system. The officer in charge of the accounts should keep a cash book for the college upon the ordinary plan.

Since the foundation of the Hammersmith Normal School 137 students have been admitted into training, besides 35 residing in 1864, and 84 former students are ascertained to be now acting as teachers of elementary schools in Great Britain. Besides these actual masters, 14 former students are looking for situations, and are returned as likely to obtain them shortly.

Supply of Trained Teachers.

Supply of trained teachers.

In a previous report I attempted to show that the three Normal schools then in operation at Hammersmith, Liverpool, and St. Leonard's were, although fully used, unlikely to produce a larger number of trained teachers than the Roman Catholic Schools of Great Britain could employ, if the wish to engage them in preference to untrained teachers became universal among school managers. I see no reason to question the data or the conclusion Now, therefore, that one of the Normal schools has been discontinued, it seems desirable to consider whether the two which remain are likely to supply the demand for trained masters and mistresses.

Hammersmith is able every year to furnish 35 new

masters after a full course of two years' training. Liverpool can supply an equal number of mistresses.

Looking at the average increase in number of certificated teachers actually employed in schools, I find that for masters it has fallen below 7, and for mistresses has risen above 35.

Thus there were employed in teaching,—

—	Masters.	Mistresses.	Increase over previous Year.	
			Masters.	Mistresses.
31st December 1859 - -	108	180	—	—
„ 1860 - -	110	221	2	41
„ 1861 - -	118	244	8	23
„ 1862 - -	127	287	9	43
Increase in three Years -			19	107

But the whole of this increase is not due to fresh accessions of trained teachers. Untrained teachers have obtained certificates—

In 1860	4	Masters and 23	Mistresses.
„ 1861	8	„ 15	„
„ 1862	4	„ 13	„
	16	51	

These untrained teachers, with others less successful under examination, were all presented by their managers as approved persons actually engaged in teaching, and they no doubt returned after examination to the same schools which presented them. Since then, out of an aggregate increase of 19 certificated masters and 107 certificated mistresses in three years, 16 masters and 51 mistresses belonged to the class of untrained teachers, it would appear certain that Normal schools, capable of producing 35 trained masters and an equal number of mistresses, will have no difficulty in meeting the annual demand which managers are likely to make upon them.

The recorded increase in numbers of inspected school-rooms seeking public assistance leads to the same conclusion.

Inspection reached in	1859–60	- 428	day-schools.
„ „	1860–61	- 455	„
„ „	1861–62	- 458	„

Excepting some subsidiary departments with fewer than 40 scholars, each of these 458 school-rooms employs or will

employ a certificated teacher, and at the end of 1862 we had 414 certificated masters and mistresses actually employed in teaching within them. The results of examinations at the end of 1862 and 1863 will have so augmented this number that at the beginning of 1864 every inspected school-room may safely be said to have been provided with a certificated teacher. The increase in inspected school-rooms has been shown to be small from year to year. Managers still continue to present for examination the untrained teachers of their choice. With allowance for certificated teachers employed in evening schools or as assistants, and for an average rate of losses, I see no reason to doubt that Hammersmith will be more than able to supply the demand for trained schoolmasters, and that students from Liverpool will meet the ordinary demand for trained schoolmistresses.

While, then, the existing number of Roman Catholic schools justifies the inference that, if all managers sought state aid and preferred trained teachers, three Normal schools would not have been too many; yet the facts that one-third at least of Roman Catholic school managers do not apply for grants, and that of those who require assistance a number, not inconsiderable, appoint untrained teachers, support the conclusion that two Normal schools are quite enough.

It is not for me to discuss the views and preferences of school managers. Dread of pecuniary risk, impatience of friendly criticism, and dislike of all interference, exercise a deterring effect. Information circulates slowly. Public opinion stagnates. Other duties besides teaching are exacted from teachers, and success in school keeping is not the only consideration in appointing schoolmasters. Perhaps the inspected school has not always proved so superior to the uninspected, or the trained teacher to the untrained, as was anticipated, and the exception may have been mistaken for the rule. With the school managers as a body it now rests to show by their acts whether the two Normal schools have secured their confidence and approval by producing a race of teachers generally more efficient than can be procured elsewhere. If this be not so, there can be no reason for further outlay of toil and money in sustaining them.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

FINANCIAL STATEMENTS for the Year ending 31st December 1863.

INCOME.

—	Hammersmith.	Liverpool.	St. Leonard's.
	£ s. d.	£ s. d.	£ s. d.
Balance due from treasurer as per last audit	1 17 2	—	—
Government grants on account of Queen's scholars at Hammersmith, 59; Liverpool, 70; St. Leonard's, 32	1,475 5 0	1,348 15 0	518 10 0
Government grants on account of students examined Christmas 1862 at Hammersmith, 40; Liverpool, 68; St. Leonard's, 27	836 0 0	880 13 4	298 0 0
Government grants on account of certificated assistant teachers at Hammersmith, 2; Liverpool, 2; St. Leonard's, 0	38 0 0	35 3 4	—
Grants from Catholic Poor School Committee	800 0 0	267 0 0	155 0 0
Fees of students, the full fee being at Hammersmith, ; Liverpool, 26*l.*; and St. Leonard's, 20*l.* per head	5 0 0	5 0 0	28 1 10
Income arising from other sources	—	250 0 0	—
Total	3,156 2 2	2,786 11 8	999 11 10

EXPENDITURE.

—	Hammersmith.	Liverpool.	St. Leonard's.
	£ s. d.	£ s. d.	£ s. d.
Balance due to treasurer as per last audit	—	14 17 2	4 2 0
Government grants to Queen's scholars at Hammersmith, 39; Liverpool, 58; St. Leonard's, 0	216 0 0	173 10 0	—
Government grants to certificated assistant teachers at Hammersmith, 2; Liverpool, 2; St. Leonard's, 0	38 0 0	35 3 4	—
Tuition, not including Government grants	462 14 6	515 0 0	355 8 5
Board:—Hammersmith, 4 teachers, 63 students, 16 servants; Liverpool, 10 teachers, 70 students, 5 servants; St. Leonard's, 33 students, 3 servants	1,705 11 5	986 2 11	483 3 0½
Washing	—	63 7 8	85 6 0
Wages of servants:—Hammersmith, 16; Liverpool, 5; St. Leonard's, 3	164 0 6	60 0 0	37 0 0
Fuel and lights	177 16 10	55 0 9	95 17 8
Other housekeeping expenses	—	61 7 9	15 10 5½
Medical attendance for students at Hammersmith, 63; Liverpool, 70; St. Leonard's, 33	48 11 9	16 0 0	20 16 10½
Books, apparatus, stationery, postage, and office charges	97 9 9	51 0 2	45 6 0
Rent, rates, taxes, and insurance	98 2 11	496 9 6	345 16 7½
Replacement of furniture and repairs to buildings	245 7 6	203 12 3	60 19 0½
Garden, farm, &c.	3 6 3	30 2 5	40 0 0
Net cost of supporting model or practising schools	161 9 10	—	—
Other current expenses	56 10 2	—	—
Balance in hand	—	24 17 9	—
Total	£3,475 1 5	2,786 11 8	1,590 6 1½
Average cost per head calculated at Hammersmith on 63 students; Liverpool, 70; St. Leonard's, 33	51 2 6	36 5 2	48 3 10

RESULTS of Year ending 31st December 1863.

—	Hammersmith.	Liverpool.	St. Leonard's.
Number of students leaving college 31st December last after one year -	—	10	18
Number of students leaving college 31st December last after two years and upwards - - - - -	35	31	15
Average salary offered to students on leaving college - - -	£55	£30 and house.	Not known.
Number of students withdrawn within the year for misconduct - -	1	1	—
Number of students withdrawn within the year from illness - -	—	—	1
Number of students withdrawn within the year from other causes - -	—	—	—
Number of students, besides those now in residence, received into training at Hammersmith since 1854; Liverpool, since 1856; St. Leonard's, since 1856 - - - - -	137	215	129
Number of students now known to be acting as teachers of elementary schools in Great Britain - -	84	174	66
Number of students now under training for the year 1864 - - -	34	70	—

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, E. WOODFORD, Esq., LL.D., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, EDINBURGH.

MY LORDS,

THERE is no change in the staff, and none of any consequence in the arrangements of this institution, since my report of last year. There has naturally, however, been a good deal of anxiety on the part of the authorities as to the probable consequences of the changes now to be introduced in the mode of payment, and the effect of these on the prosperity of the institution.

The exaction of an obligation from the students to complete the two years of probationary service in an elementary school, after passing the examinations, caused several to withdraw. There was also found to be passed and admitted as Queen's scholars a considerable number more than your Lordships would agree to maintain at the public expense. This did not come to be known till a considerable time after the business of the session had commenced, and their arrangements as to lodgings, &c., were all fixed. It must thus have been matter of some hardship as well as disappointment to those who had to leave, but so far as I had an opportunity of observing, their conduct in the matter was very becoming.

Though the number of students for the past session was large, the accommodation was, with some management, found to be not inadequate. Now that the numbers are to be considerably reduced it will be ample. Accommodation.

The total number presented for examination at Christmas was as follows:— Number of students.

Males.		*Females.*	
First year - - -	51	First year - - -	68
Second year - - -	34	Second year - - -	41
	85		109

The results of their examination were as follows:— Results of Examination.

	1st Class.	2nd Class.	3rd Class.	4th Class.	Failure.
Males, 1st year - -	5	18	17	2	9
„ 2nd year - -	2	12	16	2	—
Females, 1st year - -	14	37	14	1	2
„ 2nd year - -	12	26	3	—	—
Totals - -	33	93	50	5	11

It thus appears that, while the female students have passed remarkably well, a large proportion being first class, and only two failures, the male students have been much less successful. The number of failures is large, and there are but few in the first class. The per-centages of the marks gained in the various subjects show that the female students have acquitted themselves better in religious knowledge, grammar, composition, and arithmetic. In this latter branch the male students should have done much better. The paper on mental arithmetic being new, and the nature of the questions that might be proposed being unknown, there is less reason to wonder at the shortcoming in it. I have no doubt that they will make a much better appearance next year.

Arrangements for Christmas examination.

The arrangements for holding the Christmas examinations were the same as last year. All the students, together with 10 teachers, 204 in all, met in the General Assembly Hall of the Church of Scotland. Every precaution was taken to prevent communication, that the size of the hall admitted of. The male and female students were seated in alternate rows, so that it was impossible to get any aid from the papers in front, even if they could be seen; and laterally the students were separated by the partitions described in former reports. A raised platform commanded every corner of the hall; and, to prevent any attempt to copy, either from books, or by one student from another, it was arranged between the Inspectors that each should in turn have the sole duty of looking on with undivided attention. In one part of the room, however, it was necessary to seat candidates *four* in a row, in benches intended for *three*; but it was believed that this evil would be in a great measure counterbalanced by their being immediately in front of the platform. It was here, however, that the two instances of copying, detected at the office, occurred. The defaulters attracted my attention by the restlessness of their manner, and I challenged what seemed to me a whisper, almost the only way, as I thought, in which communication could take place. The most earnest protestation of innocence was made, and it was maintained that anything of the kind could only be involuntary in conceiving the results in words. I had, however, given special warning against that very common practice, acquired in the school benches, and often continued unconsciously.

Copying.

Practising School.

The attendance at the Practising school continues to be large. Upon the occasion of my visit I found 575 present.

There is thus very ample opportunity for practice to the students; but the school, so far as the attainments of the children are concerned, suffers not a little from the rapid change of teachers, and the extreme difficulty of fastening any responsibility upon individuals. The students' hour for teaching is from 11 to 12; and as soon as they take their place I have marked a falling off in the order which had been maintained under the pupil-teachers.

Accounts.

I append a statement of the accounts of the institution.

I have the honour to be, &c.

Ed. Woodford.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Edinburgh Established Church Normal School.

Abstract of Accounts from 1st January 1863 to 1st January 1864.

Training College Department.

Receipts.	£	s.	d.	Expenditure.	£	s.	d.
Allowances on account of certificated students trained in 1862	2,690	0	0	Balance due as per last year's account	76	2	2
Queen's scholarships and personal allowances	4,607	3	0	Salaries	1,615	11	11
Fixed church and Government grants	590	0	0	Scholarships, bursaries, and personal allowances	4,221	4	6
Grants to lecturers	200	0	0	Annual examination	104	12	1
Fees	42	14	0	Wages, fuel, taxes, repairs, &c.	570	10	5½
Fees of boarding house	650	10	4	Industrial boarding house, including rent as furnished house	1,341	9	6½
Casual	13	19	6	Excess of income over expenditure	174	16	2
	£8,104	6	10		£8,104	6	10

Practising School Department.

Fees	£550	0	0	Salaries, &c.	£546	18	1
				Excess of income over expenditure	3	1	11
	£550	0	0		£550	0	0

Total receipts in both departments	8,654	6	10
Total expenditure	8,476	8	9
Balance in bank	£177	18	1

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL *at* GLASGOW.

MY LORDS, Edinburgh, January 1864.

I. THE session lately ended commenced with an attendance of 204 students, an amount exceeding that of the session immediately preceding by 52, and considerably greater than had been admitted at any former time; the excess consisting entirely of Queen's Scholars. The communication made thereupon by your Lordships to the Managers of the seminary, and the subsequent correspondence resulted in the reduction of the number to 173, male and female in nearly equal proportion. These completed the session 1863, and were classed as follows:—

	Male.	Female.	Total.
Queen's Scholars - - -	81	54	135
Church Bursars - - -	3	7	10
Self-supporting - - - -	5	23	28
	89	84	173

Another result of the correspondence referred to was, that the managers resolved to limit the attendance for the following session to 50 male and 40 female students.

In connexion with these results, it may be noticed (1.) that within the last 15 years comprising the whole period within which certificates have been granted, the number of teachers who have been qualified with certificate in Scotland bears a very large proportion to the total number of schools in Scotland,—which probably does not exceed 5,500; (2.) that the position at this time of the 70 students who quitted the seminary at Glasgow (E.C.) with certificate in December 1862 is as follows:—

	Male.	Female.	Total.
Appointed to Schools as principal teachers	19	14	33
" " assistants - -	17	5	22
Remaining without appointments - -	3	12	15

It is understood and well known, that the 15 who remain unoccupied are unchanging in their desire to obtain the charge of schools.

It may be farther remarked, that the Rector is consulted in nearly all the appointments that take place, of teachers who have been trained under his care; and that the reduced attendance must contribute materially to the explicitness and value of his advice on these occasions.

At the same time, it may be supposed that, if fewer, the students admitted to the seminary will be somewhat more select; and that the boon of admission being more sparingly and discriminately bestowed, there will be more preparation, perhaps also a degree of useful rivalry, on the part of candidates.

It is, in truth, a most invaluable course of mental training and professional instruction, which the Normal school affords to its pupils; and the importance of this new Institution to the elementary education of the country can scarcely be overrated. But the Normal school is not the only way of access to the benefit of certificate; for any restriction of that sort there could be no necessity. Your Lordships have therefore opened the examination for certificate to teachers who have studied elsewhere; and on all occasions there are some who accept the opportunity, and succeed.

In these circumstances, the managers have not been averse to the limitation referred to; it is nothing more, indeed, than what has been effected elsewhere by the custom unknown in Scotland, of all the students residing and being required to reside at the seminary,—the accommodation for which purpose is of course limited.

II. The changes that have taken place in the subjects of instruction during the last year are these, (1.) *Church history* has been discontinued, the same on the managers' suggestion having been very readily omitted in the Syllabus of subjects included in the examination for certificate; (2.) For the first time, the male students have received lessons in the physiology of the human frame, given with characteristic clearness and precision by the mathematical master Mr. Dixon; this subject has been chosen with reference to that part of the syllabus which specifies "practical science of common application." It is not new, inasmuch as it occupies a portion of some of the common reading lesson books; but it is new in the very special attention here given to it, exceeding what is bestowed on any subject matter of a reading lesson, when simple reading is the main object of the lesson. In the like special manner, this branch is already taught in some of the common schools, as at Kelvinhaugh, Kilmacolm, &c. (3.) For the first time also, Political Economy has appeared in the programme of the

subjects taught. The text is found in some of the reading lesson books, with accessions from the wider reading of the master; and the more special study of the matter is prompted by the syllabus, and promoted by the custom of requiring written exercises upon given questions. (4.) All the senior male students except four have, in the course of the last session, received some instruction in Latin, answerably to the demand for that branch which is not infrequent among the schools to which they are destined,—such schools commonly receiving some pupils not of the poor class to which the greater part of them belong; but the difficulty formerly noticed remains, arising from the little knowledge of this branch possessed by the students when they enter, and the little time available for the study of it while they are there. It has thus been found necessary to assign to this branch only three hours weekly, and to classify the pupils with less regard than usual to the stage of progress at which they have respectively arrived,—arrangements which they are carefully informed are not good in ordinary circumstances, and which should by no means be followed in the common schools. This much, however, is deemed to be in favour of these imperfect arrangements, that the instruction so communicated commonly goes so far as to improve the aptitude in learning English grammar; and that the private study of the Latin language is thereby sensibly encouraged, the effect of which will probably become apparent in the University examination of parish schoolmasters elect for this district. (5.) "To write plain prose on a given subject" has been a new exercise for the male students, both senior and junior, the themes generally taken from "Cap. III. Reflection" of "Dalgleish's English Composition," and answering to what is elsewhere known as *Heuristische Lehrform*, "*La forme euristique ou d'invention.*" (6.) All the students except females of the first year have "learnt at least 300 lines of poetry;" and the first year's females "to explain a passage from Cowper or Goldsmith." These two exercises, as well as the essay, are given to meet the requirements of the syllabus; but the syllabus is always more or less conformed to existing practices. The "repetition of the lines" is already well exemplified in certain of the common schools of the district; but the "explanation of poetic passages" occurs in the common schools very rarely. At the Normal school, it is practised with the students to a certain extent, with undoubted advantage,—directing them how to read well, and in some respects to consider and digest the substance of the passage

read. But the nature of this exercise dealing not with facts, but with sentiments, reflections, and fancies, make it difficult to realize all the desired effect of the lesson; and on the whole, it here resolves pretty much into an exercise of paraphrasing, or verbal meanings. By and bye, the method of this particular lesson will be better understood.

It may be added, that the little time left for the students to take advantage of the excellent library belonging to the seminary has suggested the plan of having them occasionally assembled to hear select passages from English authors read by the Rector. Such occasional readings are but in their commencement; yet the trial that has been made promises well for the effect of them, bringing to view the very lively interest with which they have been received by the whole body of the hearers. It cannot be doubted that similar exercises, if well adapted, would be of great advantage in many of the common schools; already they are not wanting in some, as at Coltness, Nelson's Paisley, &c.

Each of these additions to the programme is meant to promote the three conjoint and almost inseparable objects of elementary instruction, mental or intellectual culture, moral culture, and the communication of useful knowledge. Each of the added branches serves for the furtherance of one or other of these ends in particular, as Latin or the composition exercise for mental culture, the occasional readings for moral culture, physiology for useful knowledge. One branch may not be of a nature to compass sufficiently all of these ends; it is perhaps enough if this be effected by the whole programme of subjects, one with another, in their joint and several operations.

III. In the time-table, the changes made during the last year have been few and slight. Less time has been allowed to geometry, and much less to physical science, the latter being dropped from the syllabus, the other therein reduced in quantity. Generally, the time allowed for the teaching of each subject corresponds to the importance assigned to it in the "scale of marks," which again has been determined by the difficulty of the subject. An excess in that of Vocal music has been granted, more for recreation than for instruction.

IV. No noticeable changes have taken place during the last 12 months, in the methods of instruction; but some of the methods here practised and well nigh peculiar to a Normal school may be shortly noticed; for, if the well regulated effort to acquire knowledge in almost any branch be of more real and general value, than even the knowledge so

acquired, the method of the instruction is, at least, as important as its subject-matter.

"The lesson in civil history," says the teacher of that branch, "commences with narrating in my own words the chief events of a certain period; the student makes a study at home of the same period in the text book; afterwards he delivers his own account of a portion of the matter before the class; and then he answers such questions in that portion as may be put by myself or by his class fellows. Fifteen or twenty of their number exhibit in this manner daily, and it deserves notice that the merit of each performance is marked in a register kept for that one purpose."

The like manner of proceeding with slight variations is followed in the teaching of Scripture history, geography, arithmetic, and physical science; and throughout it is so conducted that the master's lecture fixing the close attention of all upon it exemplifies the *simultaneous* method,—the student's recital brings up the method called *individual*,—the interrogation of his class fellows, the *mutual*,—all of which methods are here practised in circumstances unusually well fitted to show the nature and effect of each.

There is another very noticeable occasion, as formerly explained, in which the student learns not a little of the principles and practice of tuition and of school keeping; this is when the rector makes these matters the special subject of his discourse. There are three ways in which instruction of this kind might be conveyed, (1) by a course of lectures regularly presenting what may be called the science of the subject—wanting however the actual present examples, which only the school room can supply; (2) by such a course of lectures illustrated by examples in the school room; or (3) by starting from some process of tuition, or some school arrangement with which the student is already familiar, and expounding the principles on which it rests. This last is the manner in which the rector, Mr. Douglas, has always conducted his lectures on method; they do not form a systematic course, they are all occasional in the manner mentioned; practice is not the mere illustration of his text, it is the text itself.

The changes that have taken place from time to time in the programme, and in other arrangements of the seminary have been many, and their tendency has doubtless been, to adapt the seminary more and more to its peculiar purposes. The foregoing statement of the more recent changes affords some grounds to expect,—1. That students will enter the seminary with somewhat more acquirement than has hitherto been usual,—though it is not supposed that this will go so far as to induce or render fit any abridgment of the course

or time of study; 2. That they will leave the seminary with somewhat more disposition to find their pleasure and their profit in habits of self-culture, subordinate of course and conducive to the strictest regard for the immediate duties of their calling; 3. That the study of the subjects most essential in elementary teaching will become fuller and more accurate, by reason, partly, of the reduction of their number. This adjustment of the scope of the instruction is only what the managers have desired.

The results of the examination for certificate at the close of 1863 have been as follows:—

	Males.	Females.	Total.
Number of 1st year's students, candidates -	49	56	105
Do. do. passed - -	44	55	99
Number of 2nd year's students, candidates -	39	28	67
Do. do. passed - -	36	28	64

An abstract of the accounts of income and expenditure for the last year, prepared and certified as usual by the authorized auditor, is appended, from which it appears that,—

	£	s.	d.
1. In the practising department the excess of expenditure over income was - - -	230	15	1
2. In the normal training department the excess of income over expenditure is - - -	256	1	2
Leaving for the whole institution an excess of income over expenditure amounting to - -	25	6	1

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

GLASGOW CHURCH OF SCOTLAND NORMAL SCHOOL.

ABSTRACT of ACCOUNTS from 1st January 1863 to 31st December 1863.

Practising School.

INCOME.	£	s.	d.
To School Fees	853	3	3
To Expenditure above Revenue	230	15	1
Total	£1,083	18	4

EXPENDITURE.	£	s.	d.	£	s.	d.
By ordinary:—						
Salaries				561	13	4
Servants' Wages				58	10	0
Household Expenses				21	3	0
Stationery				4	1	7
Printing				6	0	0
Books and Maps				29	0	8
Public Burdens				11	12	9
Gas				12	13	5
Fire Insurance				5	12	6
Tradesmen,—						
Carpenter	24	3	10			
Glazier	6	15	10			
Plumber	16	14	2			
Gasfitter	10	12	9			
Painter	36	8	5			
Slater and Mason	46	7	5			
Plasterer	1	12	10			
				142	15	3
Coals				17	16	9
Furniture				10	19	0
Miscellaneous				41	5	7
Water				14	15	4
				£937	19	2
By extraordinary:—						
Teachers	107	17	6			
Miscellaneous	38	1	8			
				145	19	2
Total				£1,083	18	4

Training Department.

INCOME.	£	s.	d.
To Allowance on account of Certificated Students	2,023	0	0
To Government Grant	250	0	0
To Church Grant	250	0	0
To Allowance on account of Queen's Scholars	3,087	10	0
To Students' Fees	6	6	0
Total	£5,616	16	0

EXPENDITURE.	£	s.	d.	£	s.	d.
By ordinary:—						
Salaries				1,327	1	8
Servants' Wages				58	10	0
Queen's Scholars:—	£	s.	d.			
1. Male	2,115	17	0			
2. Female	983	0	0			
				3,098	17	0
Free Students:—						
1. Male	96	0	0			
2. Female	109	4	0			
				205	4	0
Household Expenses				20	12	1
Coals				21	17	3
Stationery				4	1	7
Advertising				13	19	3
Printing				2	15	0
Tradesmen,—						
Glazier	5	15	2			
Gasfitter	13	9	8			
Painter	44	3	5			
Slater and Mason	9	1	0			
Plasterer	1	12	10			
Carpenter	32	8	10			
Plumber	23	5	9			
				129	16	8
Furniture				25	18	1
Books and Maps				66	18	9
Apparatus				10	11	4
Travelling Expenses				4	11	7
Church Seat Rents				6	2	0
Stamps				0	2	4
Feu Duty				7	4	9
Public Burdens				37	1	9
Miscellaneous				39	18	11
				5,081	4	0
By extraordinary:—						
Teachers	241	9	2			
Miscellaneous	38	1	8			
				279	10	10
By Revenue above Expenditure				256	1	2
				£5,616	16	0

NOTE.

	£	s.	d.
In account connected with Practising School,—			
Excess of Expenditure above Revenue	230	1	1
In account connected with Training Department,—			
Excess of Income above Expenditure	256	1	2
Leaving in Bank in favour of College	£25	6	1
Balance from last Year	13	14	1
Leaving in Bank	39	0	2

Appendix B.

List of Certificated Students who left at *Christmas* 1862, with the Schools to which they have been appointed.

Males.—Second Year.

James Andrew	- Assistant in Highland Society School, Glasgow.
Ruthven Angus	- Tutorship, Erskine Manse, Renfrewshire.
Walter Beaton	- Assistant, Newton-on-Ayr Parish School.
Robert Bell	- Assistant, Dunottar Parish School.
James Beveridge	- Assistant, Collegiate School, Glasgow.
Thomas Braidwood	- Assistant, St Enoch's Sessional School, Glasgow.
John Cameron	- Gartsherrie Academy.
James Crerar	- Bridgend School, Islay.
William Downie	- Public Works School, Cambuslang.
Archibald Galbraith	- Assistant, Bridgeton Parish School, Glasgow.
Allan Gillespie	- Port Logan Parish School.
Thomas Govan	- Assistant, St. Enoch's Sessional School, Glasgow.
William Hodge	- Linlithgow Sessional School.
Henry L. Horn	- Assistant, Airdrie Academy.
James Kelly	- Torwood Parish School, near Falkirk.
John M'Arthur	- Charity School, Pollockshaws.
Malcolm M'Gregor	- Poll Subscription School, Strachur.
Alexander M'Gregor	- General Assembly School, Coll.
William M'Intosh	- Assistant, Parochial School, Bowmore, Islay.
Colin M'Kay	- Gartsherrie Academy.
Peter M'Kenzie	- Subscription School, Lochgoilhead.
John M'Nie	- Assistant, Eglinton Iron Works School, Kilwining.
Charles Marshall	- Kirn Sessional School, Dunoon.
Archibald Morton	- Milne's Institution, Fochabers.
Archibald Millar	- Whinnyliggate Parish School.
Robert B. Ogilvie	- Burgh School, Pollockshaws.
John Stirton	- Barrhill Parish School.
Alexander Tagg	- Wallace Sessional School, Elderslie, Renfrewshire.
James H. Young	- Crosshill General Assembly School.

Males.—First Year.

William Barr	- Assistant, Parish School, Beith.
John Coutts	- Waiting appointment.
James Doak	- Blair Iron Works School, Dalry.
James Fraser	- Assistant, Gorbal's Youths School, Glasgow.
Archibald Lauchlan	- Assistant, South Western Academy, Paisley Road, Glasgow.
Andrew M'Farlane	- Stevenstone Parish School.
John M'Ilriach	- Muckairn Parish School, Bonaw.
William M'Kissock	- Crossroads, Subscription School, Galston.
Robert Milligan	- West Church School, Maybole.
John Thompson	- South Woodside Sessional School.

FEMALES.—SECOND YEAR.

Jane Adams	Assistant, Highland Society School, Glasgow.
Mary Blair	Girls' School, Jerviston Holytown.
Mary Campbell	Female School, Faskine, near Airdrie.
Maria Connor	St. George's Sessional School Brownfield, Glasgow.
Jessie F. Craig	Lancasterian Infant School, Caermarthen.
Helen Cullen	Waiting appointment.
Elizabeth Duff	Crosshill Female School.
Elizabeth Hill	(Interim teacher) Abbery Parish School, Paisley.
Mary Anne M'Donald	Assistant, Larbert Parish School.
Catherine M'Farlane	Assistant, Highland Society School, Glasgow.
Hannah M'Pherson	Female Teacher, Jamestown Parish School.
Margaret Main	Assistant, Highland Society School, Glasgow.
Elizabeth Morton	Southwick Female School, Sunderland.
Elizabeth Norris	School in Renfrew.
Eliza Patrick	Female Department, Maxwelltown Burgh School.
Elizabeth Reid	Cambuslang Female School.
Jane Sharp	Female Industrial School, Lamlash.
Elizabeth Slessor	Female Teacher, St. John's School, David Street, Glasgow.
Janet Smith	Waiting appointment.
Mary Wands	Ditto.
Jessie Whitelaw	Ditto.
Isabella Young	Cambuslang Industrial School.
Mary Young	Infant School, Crieff.

FEMALES.—FIRST YEAR.

Agnes G. Carnduff	Assistant, Cathcart Parish School.
Annie Gairdner	Waiting appointment.
Jane Henderson	Kilbirnie Industrial School.
Ann M'Intosh	Industrial School, Peterhead.
Jessie Patrick	Industrial School, Rottenrow Street, Glasgow.
Rachel Pattullo	Waiting appointment.
Mary Sewell	Assistant, Pollockshaws Parish School.

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS,

DURING the year to which this report relates I have visited the Free Church Normal School, Edinburgh, at three different periods, corresponding to the different objects which I was instructed to keep in view. On each occasion I spent two or three days in the institution. In May my attention was directed chiefly to the reading of the students; in October I had the opportunity of hearing the various lecturers; and in the beginning of December at the close of the session I was engaged along with my colleague Mr. Scougall in judging of the skill in teaching which had been acquired by the students, and which might be considered as the chief object for which the college is maintained.

The result of the first of these examinations was generally satisfactory. It was apparent that care had been taken to make the reading intelligent and therefore expressive. But nothing perhaps strikes one so much as the superiority of the female students in this respect. Their training in the college must have been much the same, but whether it be from finer natural sensibility, or perhaps from their being on the whole of a somewhat higher class, or from a higher appreciation of the power of reading with taste and feeling, there can be no doubt that, especially in the reading of poetry, the female students evince a marked superiority.

It is impossible to speak of the lecturers in this college without adverting to the changes in the staff, which with one exception were only impending at the time when I visited the institution, but which have since been accomplished and will fall to be noticed more particularly in their consequences in next year's report. The exception to which I refer is the case of Mr. Dick, mentioned last year as the master of method, who retired about the time of the summer vacation to enter on a new educational enterprise in Glasgow. I have had occasion more than once to refer to the simple, earnest, painstaking way in which Mr. Dick discharged his duties in the college. I have no doubt that the students derived much advantage from his instructions, and from the clear and patient manner in which they were

imparted. From his departure to the close of the session the duties of his office were discharged mainly or exclusively by the Principal, whose activity and intelligence are a sufficient guarantee for the efficiency with which they were performed. The lectures which he gave were combined with examinations on the Manual of School Management, published by Mr. Morrison, Principal of the Free Church Normal School, Glasgow, a work which the students were directed and required to study. I was present at one of these examination lectures, "On Hours and Plans," the subjects necessary for the formation of a judiciously arranged and useful time-table, and I was satisfied that by a course of such lectures the students could not fail to learn the principles which experience had proved to be best adapted for regulating the management of a school. The attention of the students and the interest which they took in the subject were extremely satisfactory.

With the difference which I have now explained the staff of teachers continued to the close of the session the same as represented in the report of the last year, or I may say in those of the last two years.

Besides hearing the lecture on school management to which I have referred, and witnessing the teaching of some of the students under the superintendence of the Principal and with a view to his criticism, I also heard him prelect in the department of Scripture History. The lecture was acute, lively, ingenious, interesting to the students, and exhibiting a knowledge of the Hebrew original of the Old Testament and a reverence for it, with perhaps less deference to the authorized translation than I should be inclined to pay. As this will probably be the last opportunity of expressing officially any opinion of the labours of Mr. Sime, I cannot refrain from saying that to the energy and animation with which he sharpened the faculties and stimulated the exertions of the students, the college has been in a large degree indebted for its great success.

Mr. Steele gave a lecture in my hearing to the senior male students on literary composition—the grammatical, logical, and rhetorical elements which go to form its perfection. The lecture was carefully prepared in that scholarlike style which Mr. Steele is so well able to employ, and was attentively and I should think profitably listened to by the students.

On another occasion I found Mr. Steele engaged with the female students in an analysis of the second book of the

Paradise Lost, and again in exercising the junior male students in Latin grammar.

The lectures of Mr. David Sime on mathematics indicated a competent knowledge of the subjects, accompanied with an earnest desire to promote the improvement of those whom he instructed, but attended at the same time with a nervous sensitiveness which scarcely allowed him to do justice to himself, and which was probably aggravated at the time of my visit by circumstances to which I shall have afterwards to advert.

I heard lectures and examinations by Mr. Graham on history and geography, exhibiting an interest in the subjects and familiarity with them which naturally tended to produce a similar interest and to communicate corresponding knowledge to the minds of the students.

The instructions in music given by Mr. Strang appeared to impart a considerable knowledge both of the theory and practice. His lecture on sharps and flats and the keys indicated by them was clear and intelligible, and the skill acquired by the students was shewn not only by the extent to which they had learned to sing at sight, but by perhaps the more difficult exercise of naming the notes which they heard sung. Their training in this respect was of course necessitated, if not suggested, by the nature of the paper at the December examination.

The female students had the benefit of examinations in geography, domestic economy, and school-management, conducted with much firmness and judgment by Miss Burns, and I believe I may mention with the same approbation the instructions in drawing given by Mr. Hodder and Miss Ashworth.

I have already alluded to the changes in the staff of instructors which were impending at the time of my visit. Fully to explain the causes of these changes would probably require a knowledge of facts which have not come under my observation, and I am unwilling to express opinions, however I may be satisfied of their truth, which I might not be able to support by sufficient evidence. That jarrings existed between the Principal and some of the subordinate teachers, as well as between these parties and the Committee is, I believe, certain; and without imputing much blame to any party they may perhaps be ascribed in some degree to the limited but ill-defined superiority attached to the office of Rector or Principal in our Scottish literary institutions generally. The Rectors of our grammar-schools and even

the Principals of our colleges have had little authority connected with their offices except what was derived from their personal character and attainments. This was illustrated last century, not to refer to recent events, when the grammar of the eminent Dr. Adams was excluded by the junior masters from the High School of Edinburgh of which he was Rector, and when he himself was knocked down in the street by one of those masters, as much inferior to himself in character as in learning, without the assault leading to the dismissal of the offender. Nothing of this kind is likely to occur at the present day; but still the authority attached to the office of Principal or Rector should be better defined, and, I think, more firmly established. Without seeking to interfere in the administration of the business of our Normal School, I have not hesitated on any proper occasion to express my opinion that the Rector ought to have the entire direction of its literary management, every other master being directly responsible to him, as he himself must also be responsible to the Committee by whom he is appointed. It is surely possible to have this subordination recognized without exciting feelings in any quarter unworthy of gentlemen.

But to speak more particularly of this Normal School. In looking forward to the operation of the Revised Code, the Committee was naturally led to consider what changes might be necessary for the sake of economy as well as of the efficiency of the institution, and it appeared to them that an arrangement might be made by which the services of the Mathematical Master could be dispensed with. Soon after this arrangement had been resolved upon, his brother, the Principal of the college, intimated that "after carefully "considering the effects which the Minute of the 21st March "1863 was likely to exercise on our Normal Schools" he had come to the resolution of withdrawing from his position as Rector of the institution. The resignation of the Rector was followed by that of Miss Burns, and subsequently by that of the Lady Superintendent, Miss Stevenson. The last of these was probably hastened by the announced purpose of the Committee to extend the duties of the office.

These changes had been arranged before the conclusion of the year, and have since that time been carried into effect. But the results of these changes, as well as of alterations in the distribution of business, will fall most naturally to be considered in connexion with the work of the current year.

In considering the results of the past year's work, I do not think that there is any reason to be dissatisfied with the general intellectual training of the students. On some subjects the number of students classed as good or fair is small, but as a whole the appearance of those who have passed is creditable. But the fact that a number should have been excluded in consequence of copying, chiefly, I understand, in the paper on mental arithmetic, is distressing, and almost forces on the mind an impression that the moral culture of the school had not of late kept pace with the intellectual training. If there be any ground for such an impression, I am persuaded that it is only temporary, and much opposed to the objects and wishes of those who are responsible for the management.

I have the honour to be, &c.

JAMES CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

OFFICERS.

Names.	Degrees.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the walls of the Institution?
			£			
James Sime	M.A., University of Edinburgh.	Rector; constantly	500	No.	No.	No.
Peter Steele (lecturer).	" "	Teacher of English and Classics, constantly.	300*	"	"	"
David Sime	University of Edinburgh.	Teacher of Mathematics, &c., constantly.	275	"	"	"
Gilbert Graham (C.T.)	" "	Teacher of History and Geography, occasionally.	30††	"	"	"
Walter Strang	- - -	Teacher of Singing, occasionally.	135	"	"	"
Walter Hodder	- - -	Teacher of Drawing, occasionally.	48	"	"	"

* Derivable from Government, 100*l.*
† " " 30*l.*

TIME-TABLE.

Hour.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
10-11	Senior	Classics, 2.	Classics, 2.	Classics, 2.	Drawing, 6.	Classics, 2.
	Junior	Mathematics, 3.	Drawing, 6.	Mathematics, 3.	Mathematics, 3.	Mathematics, 3.
11-12	Senior	Teaching, 1.	History, 4.	Teaching, 1.	History, 4.	School Management, 1.
	Junior	History, 4.	Arithmetic, 3.	History, 4.	Arithmetic, 3.	History,
12-1	Senior	Mathematics, 3.	Music, 5.	Mathematics, 3.	Music, 5.	*Political Economy, 1.
	Junior	Teaching, 1.	Scripture, 1.	Teaching, 1.	Scripture, 1.	Ditto, 1.
1-2	Senior	Mathematics, 3.	Mathematics, 3.	History, 4.	Mathematics, 3.	Mathematics, 3.
	Junior	Latin, 2.	English, 2.	Latin, 2.	English, 2.	Latin, 2.
2-3	Senior	Scripture, 1.	English, 2.	Scripture, 1.	English, 2.	English, 2.
	Junior	English, 2.	Music, 5.	English, 2.	Music, 5.	

Worship at 9·50 a.m.
Drawing for Senior Class 9-10 a.m. (Thursday), for Junior 9-10 a.m. (Tuesday).

DISTRIBUTION OF TIME.

Total number of days on which the work of the time-table was suspended by continuous vacations or other holidays during the year ending on 31st December 1863.

From 1st February to 7th December the number of days (including Saturdays and Sundays) was 65.

TEXT BOOKS.

Bible and Catechism.
Sime's Bible Manual.
Latin Grammar.
Latin Grammatical Exercises.
Ellis's do. do.
Cæsar and Virgil.
Morell's Grammar.
Wordsworth's Excursion I.
Shakspeare and Milton.
Morrison's School Management.
Senior's Political Economy.
Euclid, and Colenso's Deductions.
Wood's Algebra; Colenso's Algebra.
Lund's Mensuration.
Cornwell and Fitch's *Arithmetic.*
Student's *Hume.*
Smith's History of England.
Lawson's *British Empire.*
Clyde's Geography.

ACCOMMODATION and NUMBERS.

No. of students at this time in residence, viz. :—

	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
1. Queen's Scholars—			
Who have been pupil teachers	46	37	83
Who have not been pupil-teachers	8	8	16
2. Other Candidates for Examination as Students, in December next—			
Who have been pupil-teachers	4	—	4
Who have not been pupil-teachers	1	—	1
3. Preparatory Class*	3	—	3
Total	62	45	107

* There was no preparatory class properly so called this Session.

APPENDIX B.

OFFICERS.

Names.	Degrees.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the walls of the Institution?
			£			
James Sime	M.A., University of Edinburgh.	Rector	500	No.	No.	No.
Miss Stevenson	-	Lady Superintendent.	100	,,	,,	,,
Peter Steele	M.A., University of Edinburgh.	Teacher of English, constantly.	300*	,,	,,	,,
David Sime	University of Edinburgh.	Teacher of Arithmetic, constantly.	275	,,	,,	,,
Gilbert Graham, (C.T.)	,, ,,	Teacher of History, occasionally.	305†	,,	,,	,,
Walter Strang	-	Teacher of Music, occasionally.	135	,,	,,	,,
Miss A. Burns (C.T.)	F. C. Train. Sch., Edinburgh.	Governess, constantly.	55‡	,,	,,	,,
Miss H. Cooper, (C.T.)	,, ,,	Sewing Mistress, occasionally.	65§	,,	,,	,,
Miss S. Ashworth	-	Drawing Mistress, occasionally.	48	,,	,,	,,

* From Government, 100*l.*
† ,, ,, 30*l.*
‡ ,, ,, 15*l.* (Practising School.)
§ ,, ,, 15*l.*

TIME-TABLE.

Hour.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
10–11	Senior	Scripture, 1.	School Management, 1.	Scripture, 1.	Drawing, 9.	Scripture } 1.
	Junior	Scripture, 7.	Drawing, 9.	Scripture, 7.	School Management, 7.	Scripture }
11–12	Senior	Grammar, 3.	Music } 6.	Grammar, 3.	Music } 6.	Grammar } 3.
	Junior	Arithmetic, 4.	Music }	Arithmetic, 4.	Music }	Grammar }
12–1	Senior	Sewing, 2.	Arithmetic, 4.	Sewing, 2.	Arithmetic, 4.	Sewing, 2.
	Junior	Sewing, 8.	Grammar, 3.	Sewing, 8.	Grammar, 3.	Sewing, 8.
1–2	Senior	History, 5.	Geography, 7.	{ Teaching, 1 and 2,	History, 5,	Geography, 7.
	Junior	Geography, 7.	History, 5.	{ Teaching.	Geography, 7.	History, 5.
2–3	Senior	Teaching } 1	Sewing, 2.	{ Domestic Economy, 7.	Teaching, }	Teaching, }
	Junior	Teaching } and 2	Sewing, 8.	{ Domestic Economy.	1 and 2, Teaching. }	1 and 7. Teaching. }

Worship at 9.50 a.m.
Drawing—Seniors, 9—10 a.m., (Thursday).
,, Juniors, 9—10 a.m., (Tuesday).
A brace indicates that the two classes were taught together.

Text Books.

Bible and Catechism.
Sime's Bible Manual.
Morell's Grammar.
Milton's Paradise Lost.
Cowper's Task.
Student's Hume.
Smith's History of England.
Mackenzie's History of Scotland.
Colenso's Arithmetic.
Morrison's School Management.
Tegetmeier's Domestic Economy.
Lawson's Geography.
Cornwell's Geography.

Distribution of Time.

Total number of days on which the work of the time-table was suspended by continuous vacations or other holidays during the year ending on 31st December last.

From 1st February to 7th December the number of days on which the work of the time-table was suspended was 65 (including Saturdays and Sundays).

Accommodation and Numbers.

No. of students at this time in residence, viz. :—

	Who have resided		Total.
	Less than 1 Year.	Between 1 and 2 Years.	
1. Queen's Scholars—			
Who have been pupil-teachers - -	31	27	58
Who have not been pupil-teachers -	9	11	20
2. Other Candidates for Examination as Students, in December next—			
Who have been pupil-teachers - -	11	3	14
Who have not been pupil-teachers -			
3. Preparatory Class* - - - - -	9	—	9
Total - - - - - -	60	41	101

* The nine Candidates for Scholarships (Preparatory Class) had the same work and were taught by the same teacher as the junior students. Some of them, having failed at the scholarship examination, 1862, or been placed too low to obtain scholarships, receive permission to study with the first-year students during the session. Others, joining the classes in September or October, had the benefit of the first-year students' course for only two or three months. All the members of the preparatory class were studying for the scholarship examination, and were supported by their own relations.

REPORT, *for the Year* 1863, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, March 1864.

Accommodation.

IN the report which I had the honor to lay before your Lordships last year I had the satisfaction of being able to state that the accommodation was then sufficient for the ordinary requirements of the establishment; but I have still to regret the want of a hall sufficiently large to accommodate all the students, who are occasionally assembled for instruction in vocal music, and for other purposes connected with the general conduct of the institution.

Number of students.

The number of students during the past session was as follows:—

MALES.	
First year	64
Second year	39
	103
FEMALES.	
First year	54
Second year	31
	85

giving a total of 188 students, divided into three classes, viz.:—

1. QUEEN'S SCHOLARS.

	1st class.	2nd class.
Male	50	42
Female	42	11
	92	53

2. FREE CHURCH SCHOLARS.

Male (first and second year) - - 11 of 10*l.* = 110*l.*

3. ORDINARY OR SELF-SUPPORTING STUDENTS.

Female - 32

Christmas examination.

The same arrangements were made for the Christmas examination as heretofore. The male candidates were under my own superintendence, while my colleague Mr. Kerr conducted the examination of the female candidates.

Staff.

There has been no change made during the year in the staff of the college department, and the only change in the

practising schools has been the substitution of Mr. Sloan for Dr. McBirnie in the model village school; I beg leave, therefore, to refer to the lists given in my report for last year. (Report 1862–3, pp. 320, 321.)

Time Tables.

The arrangements of the course, and the distribution of time among the various subjects of study are much the same as last year, and may be seen from the appended time-tables (Appendix C.) in use in the College department. Time tables.

Instruction.

The only subjects, which call for remark in this report, are Method, Latin, and Mathematics. In the other classes I noted the same accurate and careful instruction to which I have directed attention in previous reports, and the published class-lists show results as favourable as on any former occasion.

In addition to his lectures on the theory and practice of teaching, the Lecturer devotes much time to superintending the students in the practising schools, but especially in the model village school. This department, by a recent alteration in the teaching staff, has been placed more directly under the superintendence and control of the master of method, who can thus organize the various classes and arrange the subjects of instruction, so as to illustrate practically the various positions laid down in his lectures. This is a positive gain to the student; and, though the effect may not be visible either in his paper work, or even in his teaching at the end of the second year's training, it will not the less surely appear, when he is called upon to put into practice in his own school the methods of instruction and modes of discipline, which he learned in the Normal school. This is important also from another point of view. By the recent Minute on Normal schools, the authorities are to receive payment only for the trained students, who pass successfully a probation of two years in an elementary school under inspection. When payment was made to the College at the end of each year on the mere results of the written examination, with a certain reference, it is true, to practical skill, there was a great temptation to concentrate attention on the *intellectual* at the expense, I fear, too often of the *practical* development of the student-teacher. This danger is now happily removed, and I confidently look forward to the result. Method.

Latin and mathematics.

In reference to the teaching of Latin and Mathematics, I have been favoured with the following statement by the Principal:—"The Committee of Management, while approving of the syllabus (1863), felt that additional instruction in Latin and Mathematics was necessary to meet the requirements of Scotch schools, as, in a majority of cases, ability to teach Latin is made a *sine quâ non* in the appointment of a master."

Latin.

To supply this desideratum, without trenching on the time devoted to the subjects prescribed in the official curriculum, the authorities required the attendance of all male students on the lectures of the Principal and the classical tutor. But no compulsion was necessary. All availed themselves so eagerly of the opportunity offered, that it had to be officially announced that instruction in Latin would be made dependent on thorough preparation of the regular work of the college. I regret that my other duties prevented me from examining the Latin classes during my recent visit to the college, but I state, on the authority of the Principal, that the experiment has been so far successful, and the published results of the Christmas examination show that it has been made without sacrificing any of the other and more necessary subjects of elementary education.

Mathematics.

With Mathematics the course adopted has been very much the same. Classes were opened by the lecturer on mathematics under the same conditions and with a like satisfactory result.

Results.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads.

I.

Candidates.	Examined Christmas 1863.	Per-centage successful.				
		1st Division.	2nd Division.	3rd Division.	4th Division.	Total.
Male students, 1st year	50	8·	36·	38·	10·	92·
" " 2nd "	38	10·53	36·84	36·84	15·79	100·
Female " 1st "	49	22·44	46·92	30·64	—	100·
" " 2nd "	29	41·38	48·28	10·34	—	100·

Thus out of 166 only four failed, or the failures amounted to only 2·40 per cent.

On further and more minutely analyzing the results of the Christmas examination it appears that,—

1. The male students of the first year stand best in religious knowledge, geometry, reading, and spelling, while in grammar, composition, mental arithmetic, history, and music the majority are below *fair*.

2. The male students of the second year rank high in religious knowledge, reading, spelling, penmanship, history, school management, and teaching, while, contrary to what might have been expected, their standing in geometry, mental arithmetic, composition, economy, and music is low.

3. The female students of the first year make a good appearance in religious knowledge, composition, reading, spelling, grammar, needlework, and domestic economy, while only in geography and music are the majority below *fair*.

4. The female students of the second year stand well in all the subjects except geography, in which the per-centage above *fair* is only 35·79.

The number of failures in certain subjects, for I thus designate all whose marks are below *fair*, appears very considerable, but may reasonably be accounted for by the large proportion of Highland students always in residence on the male side. Few of these have been pupil-teachers, so that, compared with others, they enter the Normal school in a great measure unprepared for the special work of the classes. They are, generally speaking, diligent, faithful, and hard-working young men, but with the many and urgent claims on their time and attention, they have little opportunity for supplying the defects of early training. The examination for admission will gradually remedy this evil, as none will now be admitted, without possessing, at least, an elementary knowledge of the subjects prescribed in the official syllabus.

II.

The number of male students who finished their training at Christmas 1862 was 44. These have been disposed of as follows:—

Appointed to schools in Scotland	34
" " in England	6
Dead	2
Dismissed	1
Left profession	1
	44

The number of female students who finished their training at Christmas 1862 was 30. These have been disposed of as follows:—

Appointed to schools in Scotland - -	13
" " in England - -	3
Married - - - - - -	1
Engaged at home, or not appointed to schools -	13
	30

Examination for Admission.

It may be interesting to present in tabular form the results of the recent examination for admission, contrasting the two classes of candidates.

Candidates.	Examined.	Per-centage successful.
Males, pupil-teachers - -	34	100·00
" not pupil-teachers - -	18	27·77
Females, pupil-teachers - -	20	100·00
" not pupil-teachers - -	33	54·54

It thus appears that all the pupil-teachers were successful, while their superiority over the other candidates still continues as marked as on former occasions. The proportion of successful non-pupil-teachers is much higher among the females than among the males, (almost double), which may be accounted for by the fact that most of the female candidates had attended either the students' classes, or the preparatory class of the college, while very few of the male candidates had attended either.

Health of the Students.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Adams the medical officer:—"I beg to "report that the general state of the health of the students "attending the Free Church Normal Training College has "been during the past year unusually good. While the "general community has been afflicted with a degree of "sickness and mortality above the average, the students "of this college have enjoyed an immunity greater than "has ever before occurred within the same interval of "time."

In conclusion, I may be permitted to repeat the expression of my satisfaction with the discipline and order, the various arrangements, and the working of the college in all its departments.

I have the honour to be, &c.

Charles E. Wilson.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX A.

FINANCIAL STATEMENT for the Year ending 31 December 1863.

INCOME.	£	s.	d.
Government grants	5,462	16	8
Students' fees	87	13	6
Grant from the Education Committee of the Free Church of Scotland	483	17	8
Total income	6,034	7	10

EXPENDITURE.	£	s.	d.
Salaries of teachers	1,692	10	0
Books, apparatus, stationery	70	16	0
Printing, postages, and other office charges	20	10	6
Board of 140 students and 1 servant	3,356	8	0
Wages of servants	77	7	9
Fuel and light	45	3	0
Medical attendance for 100 students	15	0	0
Replacement of furniture and repairs	81	19	4
Rent, taxes, and insurance	76	14	2
Other current expenditure:—			
(*a*) Nine bursars	82	10	0
(*b*) Linen cloth, &c. for Christmas examination	26	10	4
(*c*) Illumination on 10th Mar. 1863	20	11	3
(*d*) Proportion of Assembly expenses	123	15	0
(*e*) Petty charges	29	11	3
(*f*) Paid lecturer and certificated assistant	108	6	8
(*g*) Net cost of Model and Practising Schools	206	14	7
Total expenditure	6,034	7	10

APPENDIX B.

OFFICERS, &c.

Names.	Duties.	Salary from Committee of College.	Augmentation from Committee of Council.	Total.
		£	£ s.	£
Thomas Morrison, M.A.	Principal	500	—	500
Rev. John Kerr, M.A.	Lecturer on mathematics.	200	100	300
A. H. Dick, M.A.	Lecturer on history and geography.	250	—	250
A. Richardson, M.A.	Lecturer on English literature.	250	—	250
Edmund Boyd	Master of method	250	—	250
John McLelland	Music master	80	—	80
Robert Banner	Drawing master	60	—	60
Miss Sinclair	Lady superintendent	100	—	100
Miss Wallace	Needlework governess.	45	15	60

Appendix C.

Males.

		9 to 10.	10 to 11.	11 to 12.	12 to 1.	1 to 2.	2 to 3.
Monday	1st year	Latin, Mr. Richardson.	School Management, Mr. Boyd.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.	Geography, Mr. Dick.	Geometry, Mr. Kerr.
	2nd year	Latin, Principal.	Bible, Principal.	Geography, Mr. Dick.	Geography, Mr. Dick.	Grammar, Mr. Richardson.	School Management, Mr. Boyd.
Tuesday	1st year	Latin, Mr. Richardson.	School Management, Mr. Boyd.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.	Geography, Mr. Dick.	Geometry, Mr. Kerr.
	2nd year	Latin, Principal.	Bible, Principal.	Geography, Mr. Dick.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.	School Management, Mr. Boyd.
Wednesday	1st year	Latin, Mr. Richardson.	Reading, Mr. Boyd.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.	Geography, Mr. Dick.	Teaching, Mr. Boyd.
	2nd year	Latin, Principal.	Drawing, Mr. Banner.	Geography, Mr. Dick.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.	Economy, Mr. Dick.
Thursday	1st year	Bible, Principal.	Music, Mr. McLelland.	Grammar, Mr. Richardson.	Arithmetic, Mr. Kerr.	Teaching, Mr. Boyd.	History, Mr. Dick.
	2nd year	Music, Mr. McLelland.	Geometry, Mr. Kerr.	Arithmetic, Mr. Kerr.	History, Mr. Dick.	Grammar, Mr. Richardson.	Reading, Mr. Boyd.
Friday	1st year	Bible, Principal.	Drawing, Mr. Banner.	Grammar, Mr. Richardson.	Arithmetic, Mr. Kerr.	Economy, Mr. Dick.	History, Mr. Dick.
	2nd year	Music, Mr. McLelland.	Geometry, Mr. Kerr.	Arithmetic, Mr. Kerr.	History, Mr. Dick.	Reading, Mr. Boyd.	Criticism, Mr. Boyd.

FEMALES.

		9 to 10.	10 to 11.	11 to 12.	12 to 1.	1 to 2.	2 to 3.
Monday	1st year	Drawing, Mr. Banner.	Grammar, Mr. Richardson.	Bible, Principal.	Reading, Mr. Boyd.	Writing, Mr. Boyd.	Geography, Mr. Dick.
	2nd year	Sewing, Miss Wallace.	Drawing, Mr. Banner.	School Management, Mr. Boyd.	Geography, Mr. Dick.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.
Tuesday	1st year	Drawing, Mr. Banner.	Grammar, Mr. Richardson.	Bible, Principal.	School Management, Mr. Boyd.	Teaching, Mr. Boyd.	Geography, Mr. Dick.
	2nd year	Sewing, Miss Wallace.	Drawing, Mr. Banner.	School Management, Mr. Boyd.	Geography, Mr. Dick.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.
Wednesday	1st year	Sewing, Miss Wallace.	Grammar, Mr. Richardson.	Bible, Principal.	School Management, Mr. Boyd.	Music, Mr. McLelland.	Arithmetic, Mr. Kerr.
	2nd year	Sewing, Miss Wallace.	Bible, Principal.	Reading, Mr. Boyd.	History, Mr. Dick.	Arithmetic, Mr. Kerr.	Grammar, Mr. Richardson.
Thursday	1st year	Sewing, Miss Wallace.	Grammar, Mr. Richardson.	Writing, Mr. Boyd.	Domestic Economy, Miss Sinclair.	History, Mr. Dick.	Arithmetic, Mr. Kerr.
	2nd year	Music, Mr. McLelland.	Bible, Principal.	Geography, Mr. Dick.	School Management, Mr. Boyd.	Domestic Economy, Miss Sinclair.	Grammar, Mr. Richardson.
Friday	1st year	Sewing, Miss Wallace.	Grammar, Mr. Richardson.	History, Mr. Dick.	Domestic Economy, Miss Sinclair.	Music, Mr. McLelland.	Arithmetic, Mr. Kerr.
	2nd year	Music, Mr. McLelland.	Bible, Principal.	Teaching, Mr. Boyd.	School Management, Mr. Boyd.	Domestic Economy, Miss Sinclair.	Criticism, Mr. Boyd.

Appendix D.

Results of Year ending 31 December 1863

	Number.	
	Males.	Females.
Number of students proceeding from college after 31st December last, after one year.	15	15
Ditto ditto two years and upwards -	39	33
Number of students withdrawn *within* the year ending as above:—		
For misconduct - - - - - -	—	—
„ illness - - - - -	2	—
„ other causes - - - - -	4	2
Dead - - - - - - -	1	—
Number of students, excluding those now in residence, received into training since 1845 (date of establishment).	660	600

REPORT, *for the Year* 1863, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, February 29, 1864.

THE first portion of my last year's Report drew your Lordships' attention to the state of the Institution up to September 1862; the latter part to its condition up to February 1863; and it is satisfactory to me to be able to record that the anticipations expressed by me therein have been fully realized.

The college was examined by me on the 25th, 26th, and 27th June last.

There has been no change in the staff of teachers during the past year. It is as follows:—

Rev. C. Smith	- Principal.
Mr. S. Thackrah	- Vice-principal.
Mr. C. Dawe	- Normal Master.
Mr. Morley	- Drawing Master.

Of the efficiency of this staff I have no hesitation in speaking in the highest terms; each individual of it is performing his work in a masterly and satisfactory manner.

I heard two lectures delivered by each gentleman, and these were marked in each case by a thorough knowledge of the subject, by a pleasing manner of communication, and by evidently good effect upon the young men.

Each of the students performed an exercise in reading and in the recitation of poetry; and each of the second year's students gave a gallery lesson to a class of young boys. There was a diversity of merit among the candidates both in reading and teaching, but there was not one case under either head in which I felt it my duty to give a decidedly unfavourable report.

In general the reading of prose was intelligent and correct; the recitations of poetry were not so satisfactory in some cases; one or two, however, of the students both read and recited with considerable expression and good taste.

Of the subjects of the lessons given before me, one was chosen by the inspector and the other by the students themselves; they are recorded in the returns forwarded immediately afterwards to the Education Department. The subjects selected were various, the lessons given were deserving of commendation, and the result of the exercise creditable to the Institution and to the students themselves.

In the other branches of study the attainments varied, of necessity, a good deal; the whole of the students, however, seemed to appreciate the valuable opportunity they possessed of advancing themselves in their studies.

The time-table and list of text-books subjoined will give an accurate idea of the subjects taught, the time devoted to each, the text books employed, the general scope of the lectures, and the amount of work it is thought possible to accomplish during the year.

TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6-7	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.
7-8	i. Arithmetic. ii. Latin.	i. Euclid. ii. Latin.	i. Arithmetic. ii. Latin.	i. Euclid. ii. Latin.	i. Arithmetic. ii. Latin.	i. School Management. ii. Latin.
8 8¾ 8¾-9¼	Breakfast and Prayers.	Breakfast and Prayers.	Breakfast and Prayers.	Breakfast and Prayers.	Breakfast and Prayers.	Breakfast and Prayers.
9¼-10¾	i. Latin. ii. Arithmetic.	i. Latin. ii. Euclid.	i. Latin. ii. Arithmetic.	i. Latin. ii. Euclid.	ii. Latin. i. Arithmetic.	Examination.
10¾-11¾	i. Divinity. ii. Algebra.	i. Grammar. ii. Geography.	i. Divinity. ii. Algebra.	i. Grammar. ii. Geography.	i. Liturgy. ii. Algebra.	
11¾ 12¾	i. Algebra. ii. Divinity.	i. Geography. ii. History.	i. and ii. Critical Lesson.	i. Geography. ii. History.	i. Algebra. ii. Divinity.	
1-1¾	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.	Dinner.
1¾ 2¾	i. and ii. Drawing.	—	i. and ii. Drawing.	—	i. and ii. Drawing.	—
4¼-5¼	i. Writing. ii. Liturgy.	i. and ii. School Management.	i. History. ii. Economy.	i. and ii. School Management.	i. History. ii. Writing.	—
5¼ 6¼	i. and ii. Music.	i. and ii. Theory of Music.	i. and ii. Music.	i. and ii. Theory of Music.	i. and ii. Music.	—
6¼-7¼	Tea.	Tea.	Tea.	Tea.	Tea.	Tea.
7¼-9¼	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.	Private Study.
9¼	Prayers.	Prayers.	Prayers.	Prayers.	Prayers.	Prayers.

Latin, Divinity, Grammar, Liturgy, History, Economy, taken by the Principal.
Arithmetic, Euclid, Geography, Algebra, Music - - taken by Mr. Thackrah.
School Management - - - - - - - taken by Mr. Dawes.
Drawing - - - - - - - - - - taken by Mr. Morley.

TEXT BOOKS.

Barnard Smith's Arithmetic.
Colenso's Algebra.
Potts' Euclid.
Hughes' Geography; Johnstone's General Atlas.
Student's Hume and Hume (entire) Lingard.
Proctor on Common Prayer.
Currie on School Management, and Morrison.
Hullah's Manual on Music.
The Edinburgh Academy Latin Grammar, Henry's First Latin Book, Cæsar and Virgil.
Morell's Analysis and Grammar.

PRACTISING SCHOOL.

I beg to draw attention to the admirable practising school which now happily forms so marked a feature of this Institution. It was not my duty to examine the school minutely, but I saw it at work, attended by above 100 children, and

apparently conducted in a most efficient manner. I subjoin the Normal Master's very sensible remarks on its relations to the College and its general working.

The criticism lesson referred to in the annexed letter is an exceedingly useful exercise. I had an opportunity of witnessing the manner in which the various processes were conducted, and I feel assured that a student, with ordinary attention, must greatly benefit by the lessons of his fellow-students, the opinion of the Normal Master, and, lastly, by the suggestive remarks of the Principal and the Vice-principal.

Episcopal Training Institution,
May 28th 1863.

The lectures on school management delivered in the beginning of the year were such as elucidate the general principles on which all teaching should be based. The object was to put the student as soon as possible in possession of those leading principles and rules, which should influence and control his work as a teacher.

Eight successive days in each half year are allotted as the time for each student to spend in the practising school; but this time is extended if the student evinces a lack of diligence or skill. By this arrangement two teachers are at school for three days and one only for the remaining two days each week. The employment of two students at once gives the Normal Master sufficient opportunities for superintending their teaching and for teaching in their presence, whilst the employment of only one enables each in succession to observe what changes of organization may be made to adapt school-work to the teaching power at disposal. In the last half of the year it is our intention to give the second-year students an opportunity of examining minutely the arrangements of the whole school, the work to be done by pupil-teachers preparatory to the school business of the day, the tasks to be prepared by the scholars, with the methods of testing the same, the means to be adopted for economizing the time and energy of the teachers, and the different modes of securing the diligence and co-operation of the pupils. The first-year students are occupied wholly as class teachers; beginning with the lowest class, they are gradually advanced to the highest, whereby they become acquainted with the different steps in a child's education, and the best methods of assisting him to rise through each.

A criticism lesson is given once a week in the presence of the officers and students of the Institution. Three of the latter are called upon to give their opinion of the lesson, to mark the good points as well as the weak, and to assign the reasons upon which they found their remarks. It is the special duty of the Normal Master to compare the method pursued by the teacher with the principles and directions laid down in his lectures previously delivered on the art of teaching. The Principal then sums up, compares the remarks made, and passes his judgment as to the merit of the teacher.

CHARLES SHERWILL DAWE,
Normal Master.

MUSIC.

The Vice-principal's knowledge of music has been turned to good account in his instruction of the students, many of whom produced remarkably good papers at the December

examinations, it having devolved on myself to revise them. Some of the young men also exhibited very fair practical ability on the organ; the performance of one was extremely good. The authorities of the college are acting with great judgment in availing themselves of every appliance to make musicians of the future schoolmasters of the country; and great credit is due to them for the satisfactory result in this respect of their efforts during the last year; to find so large a proportion of very fair theoretical and practical musicians in so small a college is a very gratifying fact.

The health of the young men has been represented to me as very good; the household arrangements continue to present the same features of regularity, order, and comfort as during the preceding year.

The anticipations of good results which I had formed from my examination of the Institution in June last do not appear to have rested on imperfect or insufficient grounds, as at the late Christmas examinations all the students obtained positions in the three upper classes. Out of 14 students, the position of three in the first class, of seven in the second class, and of four in the third class is a most creditable result.

The best test, however, of the work done in a normal school is to be found in the success of the teachers it sends forth, and so far as my experience enables me to apply this test, my testimony is highly favourable. The teachers who have gone forth from this Institution to take charge of schools in various parts of Scotland, have, with very few exceptions, devoted themselves with zeal, assiduity, and marked success, to the discharge of their duties; some have exhibited talent of a high order.

I beg leave, therefore, my Lords, to recommend this college as fully entitled, on every account, to a continuance of the public aid. Its general management appears to be marked by great good sense and high principle; as regards its staff of teachers, it is ample as to numbers, and high as to professional ability; its arrangements for giving practical instruction in the art of teaching are of a superior order, and its operations up to this time have been, and continue to be, eminently successful.*

I have the honour to be, &c.

THOS. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

* For Financial Return *see* Table No. 3, pp. 282–5.

APPENDIX No. 3.

DETAILED STATEMENT (under Counties) of Sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools. Such of these Schools as have *not* also received any Annual Grant are printed in *italic*. Schools which have received Annual Grants only have † prefixed. Schools which have received Grants for Books, Maps, or Apparatus only have ‡ prefixed.

Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

EXTRACT FROM THE REVISED CODE.

Article 9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "Annual Grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

20. The duration of the period over which the right of inspection extends depends upon the degree of permanency of the object for which the grant is made.

(*a*.) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon, the school deed, and is co-extensive with the interest conveyed by that deed.

(*b*.) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

ENGLAND.

NOTE.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	BEDFORDSHIRE.				
181	Ampthill - - N.S. 7	180	0	0	1845
"	" - - "	59	17	6	1853
"	" - - "	35	0	0	1858
181	Ampthill - - B.S. 5	150	0	0	1846
"	" - - "	40	0	0	1855
180	*Arlsey* - - N.S.	334	4	0	1857
182	Aspley Guise - N.S. 7	202	0	0	1848
"	" - "	49	10	0	1850
"	" - "	9	0	0	1854
"	" - "	13	0	0	1855
182	†Aspley Guise - B.S. 5				
179	Barford, Great - N.S. 11	115	0	0	1849
"	" - "	98	0	0	1856
179	*Biddenham* - - N.S.	*45	0	0	1839
"	" - "	65	0	0	1848
180	Biggleswade - N.S. 11	*150	0	0	1839
"	" - "	90	0	0	1844
"	" - "	52	5	3	1861
180	†Biggleswade, Boys - B.S. 5				
†	" Girls - B.S.				
179	*Bletsoe* - - N.S.	100	0	0	1854
180	*Blunham* - - N.S.	52	0	0	1843
184	Caddington Ch. of E. 8	334	0	0	1859
180	Caldecote, Upper - N.S. 11	170	0	0	1861
180	†Clifton, All Saints - N.S. 11				
181	*Clophill* - - N.S.	*50	0	0	1836
179	Colmworth - - N.S. 6	23	10	0	1841
"	" - "	40	0	0	1845
181	Cranfield - - N.S. 8	*48	0	0	1836
"	" - "	*40	0	0	1839
184	Dunstable - - N.S. 3	*85	0	0	1839
184	†Dunstable - - Wes. 3				
184	†Dunstable, Station End Branch - Wes.				
180	Dunton - - Par. 11	213	0	0	1858
183	*Eaton-Bray* - N.S.	72	0	0	1842
186	Eaton Bray - - Wes.	209	10	0	1862
178	Eaton-Socon - - N.S. 6	30	0	0	1859
"	" - "	531	10	0	1861
182	Eversholt - - N.S. 6	80	0	0	1842
"	" - "	42	2	6	1862
180	*Everton and Tetsworth* - N.S.	*42	0	0	1837
179	*Felmersham* - N.S.	110	0	0	1846
181	Flitwick - - N.S. 6	38	5	0	1860
179	Harrold - - N.S. 7	200	0	0	1847
"	" - "	67	10	0	1861
183	Heath and Reach - N.S. 6	100	0	0	1847
180	†Henlow - - N.S. *a*				
182	Hockliffe - - N.S. 7	72	0	0	1845
"	" - "	72	0	0	1854
184	*Houghton Regis* - N.S.	419	0	0	1857

a Inspection declined.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	BEDFORDSHIRE—*cont.*				
184	†Hyde, East, The Hyde School - - 7				
179	Kempston, Ch. End N.S.	130	0	0	1844
	" " - "	13	10	0	1861
179	Kempston, Up-end, Mixed and Infants' N.S. 11	270	0	0	1855
179	*Keysoe* - - N.S.	32	0	0	1841
	" - - "	10	0	0	1848
183	†Leighton Buzzard, Boys - - B.S. 3				
183	Leighton Buzzard, Infants - - B.S. 3	*75	0	0	1840
	" " - "	50	0	0	1847
184	Luton - " - N.S. 8	*145	0	0	1835
	" - - "	50	0	0	1849
	" - - "	1,329	0	0	1858
184	†Luton - - Wes. 3				
181	Marston Moretaine and Lidlington - N.S. 7	160	0	0	1848
181	Maulden - - N.S. 7	110	0	0	1856
180	*Meppershall* - - N.S.	*40	0	0	1840
180	†Northill - - N.S. 11				
179	†Pavenham - Ch. of E. 7				
171	*Podington* - - N.S.	50	0	0	1842
181	Pulloxhill - - N.S. 7	55	0	0	1845
	" - - "	29	10	0	1854
182	†Ridgmont - Ch. of E. 6				
182	†Ridgmont - - Wes.				
179	*Riseley* - - N.S.	37	0	0	1841
	" - - "	66	0	0	1849
179	Roxton - - N.S. 11	188	0	0	1860
180	†Sandy - - N.S. 11				
181	Shillington - - N.S. 4	302	8	0	1857
181	†Silsoe - Ch. of E. 6				
178	*Staughton, Little* - N.S.	50	0	0	1846
181	†Steppingley - N.S. 6				
180	Stotfold - - N.S. 6	110	0	0	1844
	" - - "	45	0	0	1854
	" - - "	38	0	0	1855
184	*Stopsley* - - N.S.	232	4	0	1858
182	Tebworth - - N.S. 6	297	0	0	1855
182	†Tebworth - - Wes. 5				
178	*Tilbrook* - - N.S.	142	0	0	1860
182	Toddington - - N.S. 6	439	4	0	1855
182	Toddington - - Wes. 5	477	0	0	1856
179	Turvey, B. and G. - N.S. 8	341	0	0	1848
179	*Turvey, Infants* - N.S.	66	10	0	1841
181	Westoning - - N.S. 7	58	0	0	1841
	" - - "	17	5	0	1855
	" - - "	9	15	0	1857
179	*Wilden, Endowed* - N.S.	101	5	0	1852
179	*Wilshampstead* or *Wilsted* - - N.S.	111	0	0	1847
182	†Woburn, Free - B.S. 5				
179	*Yelden* - - N.S.	45	0	0	1846
	" - - "	36	0	0	1847
	BERKSHIRE.				
123	†Abingdon - - N.S. 12				
123	†Abingdon - - B.S. 6				
123	†Abingdon, St. Edmund's - - R.C. 5				
126	†Aldermaston Ch. of E. 5				
123	*Appleton* - - N.S.	*35	0	0	1837
128	*Arborfield* - - N.S.	65	0	0	1841
130	Ascot Heath - - N.S. 6	50	0	0	1854
	" - "	316	5	0	1857
	" - "	19	0	0	1858

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	BERKSHIRE—*cont.*				
122	†Ashbury - - N.S.*a*				
125	*Aston-Tyrold* - N.S.	54	0	0	1847
116	†Beech Hill - - N.S. 6				
126	*Beenham* - - N.S. 5	36	0	0	1841
128	†Berkshire Reformatory, at Three Mile Cross.				
130	†Binfield - Ch. of E. 5				
120	‡Boxford - - N.S.				
130	Bracknell - Ch. of E. 6	150	0	0	1855
129	†Bray (or Braywick) N.S. 6				
129	†Bray, Boyne Hill Ch. of E. 6				
129	Bray and Hollyport N.S. 6	104	0	0	1848
	" " - "	148	0	0	1858
125	Brightwell - " - N.S. 12	45	0	0	1842
	" - - "	5	18	8	1854
120	†Brimpton - Ch. of E. 5				
122	Buckland - - N.S. 7	321	0	0	1858
126	*Burghfield* - - N.S.	20	10	0	1844
124	*Challow, East* - N.S.	144	0	0	1856
124	†Charlton (Branch of Wantage) - - N.S. 7				
120	*Chieveley (North Heath)* - - N.S.	*75	0	0	1840
124	Childrey - - Wes.	106	0	0	1857
125	Cholsey - - N.S. 11	*62	0	0	1839
131	†Clewer - - N.S. 6				
122	†Coleshill (Earl of Radnor's School).				
129	*Cookham* - - N.S.	368	0	0	1859
129	Cookham Dean - N.S. 6	119	0	0	1847
	" " - "	6	9	0	1855
123	Cumnor - - N.S. 12	434	0	0	1861
124	Denchworth - N.S. 1	87	0	0	1860
	" - "	83	0	0	1862
123	*Drayton* - - N.S.	124	0	0	1848
128	†Earley - - N.S. 5				
121	*Eastbury* - - N.S.	218	0	0	1860
122	†Faringdon, Infant Ch. of E. 1				
122	†Faringdon - - B.S. 2				
122	†Faringdon, Girls School - - 1				
124	Fawley - Ch. of E. 7	160	16	0	1862
123	‡Fyfield - - N.S.				
120	*Greenham* - - N.S. 7	16	15	0	1859
124	Hampstead Norris - N.S. 7	68	0	0	1847
124	Hanney - - N.S.	165	0	0	1848
	" - - "	12	11	0	1860
124	*Harwell* - - N.S.	*50	0	0	1839
124	Hendred, East - N.S. 7	173	0	0	1860
124	Hendred, East, St. Amand's - - R.C. 5	228	12	0	1860
124	Hendred, West - N.S. 7	153	5	8	1854
124	Hermitage - - N.S. 7	35	0	0	1841
	" - - "	10	17	3	1860
123	Hinksey, North Ch. of E.	133	0	0	1858
122	Hinton Waldrist - N.S.	*30	0	0	1838
121	†Hungerford - - N.S. 7				
121	†Hungerford, New Town Branch - N.S.				
128	Hurst and Ruscombe N.S. 6	140	0	0	1844
129	Knowl Hill - N.S. 6	110	0	0	1847
	" - "	116	0	0	1860
121	Lambourne - N.S. 7	106	0	0	1851
	" - "	243	0	0	1856

a Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	BERKSHIRE—*cont.*		
121	†Lambourne - - Wes. 2		
121	†Lambourne, Woodlands - Ch. of E. 7		
122	*Langford* - - N.S.	90 0 0	1847
124	*Letcomb Bassett* - N.S.	106 0 0	1858
124	*Letcomb Regis* - N.S.	166 4 0	1856
129	*Maidenhead, Infant and Sunday* - Sch.	150 0 0	1845
129	†Maidenhead - N.S. 6		
129	†Maidenhead - Wes. 2		
120	Newbury - - N.S. 7	888 0 0	1860
120	Newbury - - B.S. 2	133 0 0	1840
	" - - "	59 17 6	1861
120	Newbury - - Wes. 2	400 0 0	1856
120	†Newbury - - P.U.		
127	†Reading - - B.S. 2		
127	Reading, St. Giles' - N.S. 10	*150 0 0	1838
127	†Reading, St. John's, Boys and Girls - N.S. 10		
127	†Reading, St. John's, Infants - - N.S. 10		
127	Reading, St. Lawrence's - - Par. 10	250 0 0	1854
127	Reading, St. Mary's N.S. 10	120 0 0	1855
127	†Reading, St. Mary's Episcopal Chapel - N.S. 10		
127	†Reading, Trinity Infant - Ch. of E. 10		
122	†Shrivenham - - N.S. 12		
124	*Sparsholt* - - N.S.	*40 0 0	1839
12	Speen (Stockcross) - Par. 7	293 0 0	1857
	" " - "	36 8 10	1858
122	Stanford in the Vale - N.S. 12	20 0 0	1844
123	Steventon - - N.S. 12	40 0 0	1841
131	Sunningdale - - N.S. 6	38 0 0	1842
	" - - "	5 0 0	1850
	" - - "	110 0 0	1854
128	*Swallowfield* Ch. of E.	350 0 0	1855
120	Thatcham - - B.S.	125 0 0	1847
	" - - "	9 1 10	1848
120	Thatcham - - N.S. 7	225 0 0	1846
122	*Uffington* - - N.S.	80 0 0	1852
125	†Upton Nervet - Par.		
125	Wallingford - Ch. of E. 5	328 0 0	1862
124	Wantage - - Wes. 2	310 0 0	1858
124	†Wantage, St. Peter's and St. Paul's - N.S. 7		
130	†Warfield - - N.S. 5		
128	*Wargrave, Crazies Hill* - - N.S. 5	150 0 0	1861
128	†Wargrave-Piggott - N.S.		
120	Welford and Wickham - - N.S. 7	296 0 0	1858
127	*Whitley* - Ch. of E.	289 0 0	1861
131	Windsor, New, Royal Free Industrial School - - 6	1,050 0 0	1862
131	Windsor, New - B.S.	245 0 0	1841
	" " - "	17 6 8	1854
	" " - "	40 0 0	1860
131	†Windsor, Old - N.S. 8		
131	†Windsor, St. Mark's N.S. 6		
131	†Windsor Park, Royal N.S.		
131	Windsor, St. Anne's N.S. 6	274 5 4	1856
	" " - "	48 5 0	1859
131	†Windsor - " - P.U.		
130	Winkfield, Industrial - - N.S. 5	*70 0 0	1839
	BERKSHIRE—*cont.*		
125	Wittenham, Long - N.S. 10	160 10 0	1858
128	*Wokingham* - - B.S.	*125 0 0	1841
123	†Wytham - - N.S. 10		
	BUCKINGHAMSHIRE.		
151	*Aston Clinton* - N.S.	96 0 0	1849
151	†Aston Clinton - B.S. 6		
151	Aylesbury - - N.S. 1	100 0 0	1847
	" - - "	21 0 0	1855
	" - - "	85 10 0	1860
151	†Aylesbury, Infants - N.S. 1		
151	†Aylesbury - - B.S.		
151	Aylesbury, St. John's N.S. 1	151 0 0	1859
	" - - "	99 0 0	1863
154	†Beachampton - N.S. 6		
148	†Beaconsfield - B.S.		
151	Bierton - - N.S. 1	87 0 0	1849
148	†Blackwell Hall Ch. of E. 10		
153	*Bletchley* - - N.S.	*50 0 0	1840
153	*Brickhill, Little* - N.S.	44 0 0	1841
	" - - "	10 5 0	1862
156	†Brill - - - N.S. 5		
153	†Broughton - Ch. of E. 5		
154	Buckingham - - N.S. 6	211 6 4	1857
154	†Buckingham - B.S. 6		
148	Chalfont, St. Peter's N.S. 11	70 0 0	1848
	" " - "	42 17 6	1848
	" " - "	10 0 0	1862
183	†Cheddington Ch. of E. 1		
148	Chesham - - N.S. 10	200 0 0	1846
	" - - "	54 0 0	1851
	" - - "	9 9 11	1862
148	†Chesham, Girls - B.S. 6		"
154	†Claydon Park (Middle) - - N.S. 6		
154	†Claydon, Steeple - N.S. 6		
149	Colnbrook and Horton, Boys - - N.S.	215 0 0	1846
	" " "	15 0 0	1856
149	Colnbrook and Horton, Girls and Infants - - N.S. 11	395 0 0	1858
158	*Crawley, North* - N.S.	50 0 0	1845
151	Cuddington - - N.S. 1	75 0 0	1846
	" - - "	81 10 0	1863
149	†Datchet - - N.S. 12		
150	†Downley - - Wes. 6		
151	*Drayton Beauchamp* N.S.	60 0 0	1845
152	*Dunton* - - N.S.	25 0 0	1842
149	†Eton - - - P.U.		
149	*Eton, St. John's* - N.S. 10	554 0 0	1863
149	†Farnham-Royal - N.S. 11		
149	*Fulmer* - - N.S.	50 0 0	1844
	" - - "	50 0 0	1855
149	†Gerrard's Cross - N.S. 11		
152	*Granborough* - N.S.	90 0 0	1854
151	*Haddenham* - B.S.	70 0 0	1851
155	†Hambledon - - N.S. 11		
150	†Hazlemere - - N.S. 11		
150	*Hughenden* - - N.S. 10	72 0 0	1863
151	*Hulcott* - - N.S.	87 0 0	1856
	" - - "	44 0 0	1858
149	Iver, Boys - - N.S. 12	102 0 0	1840
149	Iver, Girls and Infants - - N.S. 12	100 0 0	1847
150	†Kimble, Great - N.S.		
156	†Kingsey - - N.S. 1		
149	Langley Marish - N.S.	72 0 0	1848

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	BUCKINGHAMSHIRE—*cont.*		
148	†Latimer - Ch. of E. 10		
153	*Lavendon* - - N.S.	*49 0 0	1838
	" - - "	78 0 0	1853
154	Leckhampstead - N.S. 5	*60 0 0	1839
	" - - "	18 7 6	1860
148	*Lee Common* - N.S.	50 0 0	1848
151	*Leonards, St.* - N.S.	229 12 0	1861
183	Linslade - - N.S. 1	198 0 0	1849
	" - - "	47 11 2	1860
151	Ludgershall - - N.S. 5	93 0 0	1847
150	†Marlow, Great - N.S. 11		
150	†Marlow, Little - N.S. 11		
150	‡Marlow - - B.S.		
154	*Marsh Gibbon* - N.S. 5	120 0 0	1849
	" " -	40 0 0	1851
152	*Marston, North* - N.S.	*60 0 0	1835
147	Marsworth - - N.S. 11	45 0 0	1842
153	*Milton Keynes* Ch. of E.	216 0 0	1861
152	*Mursley* - - N.S.	*25 0 0	1835
152	Nash - - N.S. 5	276 0 0	1857
153	*Newport Pagnell* - B.S.	*90 0 0	1838
153	†Newport Pagnell - N.S. 5		
153	Olney - - N.S.	176 0 0	1848
151	*Oving* - - N.S. 5	85 5 0	1862
148	†Penn Street - - N.S. *a*		
154	Preston Bissett - N.S. 5	243 0 0	1859
151	†Quainton (Endowed) - - N.S. 1		
153	*Ravenstone* (Endowed) - Ch. of E.	75 7 6	1862
150	*Risborough, Monks* - N.S.	100 0 0	1859
150	*Risborough, Prince's* N.S.	105 0 0	1842
	" " - "	35 0 0	1844
150	Risborough, Prince's B.S. 2	153 0 0	1848
148	Seer Green - - N.S. 11	144 0 0	1860
155	†Skirmett, Infants - N.S. 11		
183	†Slapton - - Par.		
153	Stantonbury - cum-Bradwell - - N.S. 5	965 0 0	1859
152	Stewkley - - N.S. 5	374 18 0	1860
153	*Stoke Goldington* - N.S.	*72 0 0	1840
183	*Stoke Hammond* - N.S.	38 0 0	1844
150	*Stoke Mandeville* - N.S.	60 0 0	1845
149	Stoke Pogis - - N.S. 11	95 0 0	1843
153	Stratford, Fenny - N.S. 5	312 0 0	1861
166	†Stratford, Stony - N.S. 4		
166	†Stratford, Stony, Infants - - N.S.		
166	Stratford, Stony - B.S. 5	22 13 6	1862
102	†Swanbourne - N.S. 6		
149	Taplow - - N.S. 12	74 0 0	1849
	" - - "	92 12 0	1855
154	*Thornborough* - N.S.	42 0 0	1841
156	Towersey - - N.S. 1	60 0 0	1849
164	Turweston - - N.S. 6	165 6 4	1861
150	*Tyler's Green* - N.S.	51 0 0	1844
149	Upton - cum - Chalvey, Boys, Girls, and Infants - N.S. 12	64 0 0	1842
	" " - "	290 15 0	1853
	" " - "	5 4 0	1855
	" " - "	94 10 0	1863
151	Waddesdon - - N.S. 1	119 0 0	1849
	" - - "	156 2 0	1860
151	Waddesdon - - B.S. 5	121 0 0	1847
153	†Walton - - N.S. 1		
153	†Walton and Woughton - - N.S.		
150	†Wendover - - N.S. *b*		

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	BUCKINGHAMSHIRE—*cont.*		
164	Westbury - - N.S. 6	148 17 6	1861
152	Whaddon - - N.S.	28 0 0	1842
152	†Whaddon, Mr. Selby Lowndes School *c*		
151	Whitchurch - Wes. 2	170 0 0	1850
183	†Wing - - N.S. 1		
151	*Wingrave and Rowsham* Ch. of E.	100 0 0	
152	Winslow - - N.S. 6	*80 0 0	1840
	" - - "	8 7 8	1849
	" - - "	18 10 0	1854
153	†Woburn Sands - N.S. 7		
166	†Wolverton - - N.S. 5		
166	†Wolverton Station - B.S. 5		
	" " -		
152	Wooburn - - N.S. 11	150 0 0	1852
	" - - "	50 0 0	1852
150	†Wycombe, High - P.U.		
150	Wycombe, High - B.S. 2	*400 0 0	1835
	" " - "	9 7 8	1848
	" " - "	54 0 0	1853
150	Wycombe, High - N.S. 11	1,176 0 0	1855
	CAMBRIDGESHIRE.		
190	*Aldreth-in-Haddenham, Daily and Sunday School* - -	*d*20 0 0	1836
140	Barrington - - N.S.	161 0 0	1859
186	*Barton* - - N.S.	15 0 0	1844
	" - - "	12 15 0	1861
140	*Bassingbourne* - N.S.	*60 0 0	1836
140	*Bassingbourne* - B.S.	*60 0 0	1838
189	*Bottisham* - - N.S. 2	100 0 0	1840
	" - - "	50 0 0	1847
189	*Brinckley* - - N.S.	65 0 0	1845
189	Burwell - - Par. 3	233 11 0	1859
189	†Burwell, Boys Ch. of E. 3		
189	Burwell - - B.S. 3	80 0 0	1847
	" - - "	17 0 0	1862
	" - - "	43 15 0	1863
187	Cambridge - - B.S. 3	250 0 0	1840
	" - "	100 0 0	1849
	" - "	114 0 0	1856
187	Cambridge, Barnwell - - N.S. 5	*210 0 0	1838
	" " - "	100 0 0	1848
	" " - "	64 2 8	1852
	" " - "	16 0 0	1856
187	Cambridge, Barnwell Abbey - N.S. 5	605 0 0	1859
187	Cambridge, Industrial - - N.S.	106 10 0	1851
	" " - "	95 0 0	1852
187	Cambridge (King-Street) - - N.S. 5	178 0 0	1855
187	*Cambridge (Pound Hill), Infants* Ch. of E.	33 0 0	1855
187	†Cambridge, St. Giles' - - N.S. 5		
187	Cambridge, St. Paul's (Russell St.) N.S. 5	300 0 0	1845
	" " - "	55 18 8	1851
	" " - "	100 0 0	1852
187	*Cambridge, St. Paul's (Union Road), Infants* - N.S.	100 0 0	1846

a Inspection withdrawn. *b* Inspection refused. *c* School discontinued.
d School pulled down.

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	CAMBRIDGESHIRE—*cont.*		
187	Cambridge, St. Peter's (Castle End) - - N.S. 5	21 0 6	1854
185	*Caxton* - - N.S.	201 12 0	1855
191	†Chatteris, Boys - B.S. 3		
191	†Chatteris, Infants' School - - "		
191	*Chatteris, Infants* Ch. of E.	70 0 0	1845
191	†Chatteris, Girls' School - - - 3		
191	Chatteris, Slade Lode, Infants, Ragged School - - 3	157 0 0	1858
186	*Chesterton* - - N.S.	144 0 0	1844
189	*Cheveley* - - N.S. 3	140 7 6	1863
186	Comberton - - N.S. 2	75 0 0	1846
	" - - "	4 16 0	1849
	" - - "	31 0 0	1855
177	*Conington* - - N.S.	26 10 0	1842
	" - - "	26 10 0	1849
186	*Coton* " - - N.S.	49 0 0	1848
185	*Croydon (near Arrington)* - N.S.	254 0 0	1858
186	*Ditton (Fen.)* - N.S.	70 0 0	1844
	" - - "	27 0 0	1846
189	*Ditton, Wood* - N.S.	133 0 0	1849
188	Duxford - - N.S. 2	168 0 0	1848
	" - - "	20 14 9	1860
193	Elm - - - N.S. 3	259 0 0	1861
185	Elsworth - - N.S. 2	187 0 0	1849
190	Ely (Silver Street) Boys and Girls' - N.S. 5	27 15 4	1850
	" - - "	1,179 0 0	1859
190	Ely (Broad Street), Infant and Adult School - - - 5	480 0 0	1859
189	Fordham - - N.S. 3	168 0 0	1849
186	Fulbourn - - N.S. 2	189 5 6	1859
185	*Gamlingay* - - N.S.	160 0 0	1849
185	*Gransden, Little* - N.S.	95 0 0	1848
	" - - "	37 0 0	1848
140	Guilden-Morden - N.S. 4	150 0 0	1850
190	†Haddenham - B.S. 3		
190	*Haddenham, Arkenstall's*, Boys, Endowed - Ch. of E.	127 18 0	1863
190	Haddenham, Girls' Industrial - N.S. 3	188 15 4	1862
186	*Horningsea* - - N.S.	40 10 0	1842
186	*Impington* - - N.S.	55 0 0	1847
189	Isleham - - N.S.	230 0 0	1849
188	†Linton - - N.S. 4		
140	Litlington - - N.S. 4	243 0 0	1859
190	Littleport - - N.S. 3	400 0 0	1847
	" - - "	64 13 4	1855
186	*Madingley* - - N.S.	50 0 0	1845
191	†March - - N.S.		
191	†March, Infants - N.S. 7		
140	Melbourn (Ayloffe's) Ch. of E.	90 0 0	1854
186	*Oakington* - - N.S.	*50 0 0	1838
	" - - "	10 0 0	1861
177	Over - - - N.S. 2	111 5 0	1844
	" - - "	65 0 0	1861
177	†Over - - - B.S. 3		
185	†Papworth, St. Agnes' - Ch. of E.		
190	†Prickwillow - N.S. 3		

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	CAMBRIDGESHIRE—*cont.*		
186	*Rampton* - - N.S.	36 0 0	1846
189	†Reach - Ch. of E. 2		
188	*Sawston* - - N.S.	48 0 0	1842
186	Shelford, Great - N.S. 2	81 0 0	1843
	" " - "	40 0 0	1843
	" " - "	33 0 0	1861
189	Soham - - N.S. 4	473 0 0	1858
186	Stapleford - - N.S. 2	102 0 0	1847
	" - - "	13 1 0	1861
190	Sutton - - N.S. 4	528 10 0	1861
189	*Swaffham-Bulbeck* - N.S.	54 0 0	1841
177	Swavesey - - N.S. 2	100 0 0	1842
	" - - "	123 0 0	1849
	" - - "	93 0 0	1858
186	*Teversham* - - N.S.	199 0 0	1862
175	†Thorney Abbey - N.S. 4		
185	Toft and Caldecote - N.S.	*25 0 0	1835
186	Trumpington - N.S. 4	60 0 0	1844
	" - - "	48 10 0	1849
	" - - "	18 0 0	1854
	" - - "	176 0 0	1858
193	†Tyd, St. Giles' - N.S.		
186	†Waterbeach - - N.S.		
192	Whittlesea, St. Mary's and St. Andrew's - - N.S. 2	190 10 0	1851
	" - - "	200 0 0	1852
	" - - "	19 17 6	1860
188	Whittlesford - N.S. 2	377 0 0	1860
186	*Wilbraham, Little* - N.S.	82 10 0	1850
190	Wilburton - - N.S. 2	*29 0 0	1839
	" - - "	216 0 0	1855
180	†Willingham - B.S. 3		
193	Wisbeach, Boys - B.S. 4	160 0 0	1841
	" " - "	21 13 4	1854
	" " - "	37 0 0	1855
193	Wisbeach, Girls - B.S. 4	150 0 0	1846
193	†Wisbeach, Infants - B.S. 4		
193	Wisbeach, St. Peter's, Boys - N.S. 7	34 18 10	1853
	" " - "	17 *6 0	1856
193	*Wisbeach, St. Peter's, Girls and Infants* - - N.S. 7	204 0 0	1861
190	Witchford - - N.S. 2	10 0 0	1862
188	Wratting (West) - N.S. 2	287 0 0	1861
	CHESHIRE.		
458	Acton - - N.S. 6	315 0 0	1845
	" - - "	165 0 0	1850
	" - - "	102 13 4	1856
453	Adlington - - N.S. 10	153 0 0	1859
453	†Adlington (Whitley Green), St. Stephen's - - N.S.		
453	†Alderley Edge - B.S. 2		
453	†Alderley, Endowed, Boys' School - - 10		
453	†Alderley (Lady Stanley's of Alderley), Girls Ch. of E. 10		
453	Alderley (Over) - N.S. 10	25 0 0	1842
457	†Alsager - - N.S. 3		
454	†Altrincham - - Wes.		
454	†Altrincham - - R.C. 6		
454	Altrincham, St. George's, Jubilee - - N.S. 11	648 18 9	1861

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	CHESHIRE—*cont.*		
454	†Altrincham and Bowdon Downs - B.S. 1		
455	†Alvanley - Ch. of E. 11		
455	*Antrobus* - - N.S. 5	50 0 0	1844
	" - -	97 3 6	1860
455	†Appleton - - N.S. 5		
454	†Arley, Middle - N.S. 5		
457	Astbury - - N.S. 3	116 0 0	1842
	" - -	150 0 0	1855
458	Audlem, Mixed - N.S.	65 10 0	1846
	" - -	3 8 0	1849
458	‡Audlem, Boys - Par. 6		
459	*Backford* - - N.S.	100 0 0	1845
456	Barnton - - N.S. 5	226 0 0	1845
	" - -	39 0 0	1860
458	Barthomley - - N.S. 10	152 0 0	1849
460	†Bebington, Higher, St. Peter's - N.S. 2		
460	Bebington, Lower - N.S. 2	*75 0 0	1836
458	Bickerton - - N.S. 12	45 0 0	1842
	" - -	30 0 0	1844
460	Bidstone - - N.S. 2	*53 0 0	1839
	" - - "	55 0 0	1855
460	*Bidston, Moreton* Ch. of E.	226 0 0	1861
460B	Birkenhead - - Wes. 10	954 0 0	1858
460B	‡Birkenhead (Argyle Street), Infants - N.S.		
460B	‡Birkenhead (Back Chester Street) - N.S.		
460B	‡Birkenhead (Market Street) - - N.S.		
460B	Birkenhead (Holy Trinity) - - N.S. 1	300 0 0	1844
	" " - "	120 0 0	1846
	" " "	56 0 0	1855
	" " "	20 0 0	1856
460B	Birkenhead, Holy Trinity, Ragged School - - 1	400 0 0	1852
	" " - -	100 0 0	1852
460B	‡Birkenhead (Priory Street), Girls and Infants - - N.S.		
460B	†Birkenhead, St. Andrew's, - Pres. 10		
460B	Birkenhead, St. Anne's - N.S. 1	262 0 0	1850
460B	Birkenhead, St. James' - Ch. of E. 1	499 10 0	1862
460B	Birkenhead, St. John's - N.S. 1	480 0 0	1847
460B	†Birkenhead St. Mary's - Ch. of E. 1		
460B	*Birkenhead, St. Mary's* - R.C.	1,101 0 0	1857
460B	†Birkenhead, St. Patrick's - R.C. 6		
460B	†Birkenhead, St. Werburgh's - R.C. 6		
453	Bollington, Day and Evening - - N.S. 10	*250 0 0	1839
	" " "	50 0 0	1852
	" " "	324 0 0	1856
453	Bollington - - Wes. 2	256 0 0	1858
453	Bollington Cross - N.S. 10	241 0 0	1845
454	Bollington (near Rostherne) Ch. of E. 11	197 0 0	1858
453	Bosley - - N.S. 10	216 0 0	1859
459	Boughton, St. Paul's N.S. 4	661 4 0	1858
	" - -	170 10 0	1861
454	Bowdon (or Altrincham, and Bowdon, St. Margaret's) - N.S. 11	162 0 0	1858
457	†Bradwall Reformatory.		
452	Bredbury, St. Mark's N.S. 9	322 10 0	1850
460	†Brighton, New - N.S. 2		
453	Broken Cross, St. Thomas' - - N.S. 10	59 0 0	1849
	" " "	41 0 0	1857
455	Budworth, Great Ch. of E. 6	540 0 0	1858
457	Buglawton - - N.S. 3	230 0 0	1844
	" - - "	3 0 0	1853
	" - - "	25 0 0	1859
458	Bunbury, Aldersey, Endowed - - N.S. 11	50 0 0	1857
458	Bunbury, Girls - N.S. 11	47 17 6	1862
460A	Burton, Bishop Wilson's - - N.S. 2	93 0 0	1860
454	†Carrington, Earl Stamford's - N.S. 11		
456	Castle Northwich Ch. of E. 6	225 0 0	1860
452	Cheadle - - N.S. 10	*90 0 0	1837
	" - - "	68 12 6	1861
459	Chester, Christ's Church - - N.S. 4	150 0 0	1842
	" " "	7 12 0	1849
	" " "	21 0 0	1856
	" " "	17 0 0	1861
459	†Chester, Consolidated Girls' School - 4		
459	†Chester, Grosvenor, St. John's - - N.S. 4		
459	†Chester, Kaleyards Infants' School - 4		
459	Chester, Model School - - 3	200 0 0	1845
	" " - -	116 0 0	1860
459	†Chester, Ragged and Industrial School.		
459	Chester (St. John's Street) - - Wes. 10	500 0 0	1860
459	Chester, St. Mary's N.S. 4	516 0 0	1847
	" " "	4 13 0	1849
	" " "	172 0 0	1857
459	†Chester, St. Olave Street, Ragged.		
460	Chester, St. Oswald's N.S.	170 0 0	1856
459	†Chester, St. Werburgh's - - R.C. *a*		
459	Christleton - - Par. 4	208 16 0	1857
459	*Clutton* - - N.S.	*50 0 0	1838
452	†Compstall, St. Paul's N.S. 9		
457	Congleton, St. James' Girls and Infants N.S. 3	300 0 0	1845
	" " "	12 5 0	1849
	" " "	52 1 8	1852
	" " "	4 0 0	1852
457	Congleton, St. James' Boys - N.S.	298 8 9	1861
457	†Congleton, St. Peter's (North Street) - N.S. 3		
457	Congleton, St. Stephen's - - N.S. 3	307 0 0	1849
457	†Congleton (Wagg Street) - - Wes. 2		
457	†Congleton, Infants - Wes. 2		

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	CHESHIRE—*cont.*		
458	*Coppenhall, Infants* N.S.	36 0 0	1843
	" "	17 6 8	1856
458	Coppenhall - - N.S. 10	464 0 0	1862
458	*Cotebrook* - - N.S.	30 0 0	1848
	" "	53 11 3	1863
457	†Cranage, Blue Coat - N.S. 6		
458	†Crewe - - N.S. 10	...	
458	Crewe - - Wes. 10	359 10 0	1862
458	†Crewe - - R.C.		
458	†Crewe Green Ch. of E. 10		
456	Dane Bridge - N.S. 5	529 4 0	1855
456	Davenham - - N.S. 5	864 0 0	1857
456	Delamere Forest - N.S. 4	150 0 0	1847
	" " " - "	26 0 0	1855
451	†Disley - - N.S. 9		
474	†Dukinfield, Factory B.S. 12		
474	Dukinfield, Moravian School - 12	352 2 6	1853
474	Dukinfield, St. John's N.S. 9	600 0 0	1845
	" " "	14 17 6	1856
	" " "	50 17 6	1860
474	Dukinfield, St. Mark's - N.S. 9	496 0 0	1848
	" " "	42 0 0	1850
	" " "	56 13 4	1855
	" " "	107 10 0	1857
474	Dukinfield, St. Mark's, "Lower," Infants N.S. 9	113 0 0	1850
454	Dunham Massey, St. Margaret's - N.S. 11	756 0 0	1858
460A	Eastham - - N.S. 2	316 1 1	1855
453	†Eaton, Ch. Ch. - N.S. 10		
460A	Ellesmere Port - N.S. 2	45 0 0	1845
457	Elworth, St Peter's N.S. 6	80 0 0	1849
458	*Faddiley* - - N.S.	124 0 0	1850
459	†Farndon - - Par.		
459	†Flookersbrook - N.S. 4		
455	†Frodsham, Endowed Grammar School - - 4		
455	Frodsham, Girls and Infants - N.S. 4	*100 0 0	1837
	" " " - "	73 10 0	1852
	" " " - "	26 0 0	1852
452	†Gee Cross - - N.S. 9		
474	Godley-cum-Newton Green - - N.S. 10	456 0 0	1849
	" " - "	17 0 0	1858
456	Goostrey - - N.S.	300 0 0	1857
466	Grappenhall - N.S. 5	156 0 0	1846
	" - "	35 0 0	1851
	" - "	45 0 0	1855
454	Hale Barnes - Ch. of E. 11	228 10 0	1862
455	†Halton - - Par. 3		
455	†Halton, Grammar School - - - 3		
452	Handforth - - N.S.	175 0 0	1845
459	† Handley - Ch. of E.		
456	Hartford - - N.S. 5	*78 0 0	1834
	" - - "	50 0 0	1856
	" - - "	21 17 0	1858
	" - - "	37 10 0	1861
458	Haslington - - N.S. 10	648 0 0	1860
457	†Hassell Green - Wes. 2		
452	†Hatherlow - - B.S. 11		
455	Helsby - - N.S.	100 0 0	1847
453	†Henbury - Ch. of E. 10		
474	Hollingworth - - N.S. 9	222 0 0	1846
	" - "	18 0 0	1856
	" - "	5 15 0	1862
460	Hoyle Lake - - N.S. 2	70 0 0	1844
	" - "	9 8 6	1854
	" - "	68 10 8	1854
	" - "	109 0 0	1856
457	†Hulme Walfield - N.S.		
453	Hurdsfield, Upper - N.S. 10	400 0 0	1841
	" " - "	50 0 0	1844
	" " - "	20 0 0	1845
453	Hurdsfield, Lower, Infants - - N.S. 10	350 0 0	1845
	" " - "	6 8 0	1851
	" " - "	19 6 0	1856
459	Huxley - - N.S. 4	54 0 0	1851
452	†Hyde, Flowery Field School - - 2		
452	Hyde, St. George's - N.S. 9	*300 0 0	1836
452	†Hyde, St. Paul's - R.C. 6		
452	†Hyde, St. Thomas' Church Sch. - 9		
459	*Kelsall, St. Philip's* N.S.	60 0 0	1846
453	*Kettleshulme* - N.S.	207 0 0	1856
455	*Kingsley* - - N.S.	120 0 0	1847
	" - "	59 5 0	1853
460A	†Kirby West - - N.S. 2		
454	†Knutsford - - Par. 11		
454	†Knutsford, Girls Ch. of E. 11		
454	†Knutsford (Lady Egerton's) - Ch. of E. 11		
466	Latchford, Infants - N.S. 5	100 0 0	1844
	" " - "	15 16 0	1854
457	Lawton (Church), Boys and Girls - N.S. 3	105 0 0	1844
	" " - "	12 13 4	1856
457	†Lawton (Church), Girls Industrial. *a*		
457	*Lees* - - N.S.	*35 0 0	1839
456	Leftwich, Infants - N.S. 5	45 0 0	1842
454	Legh, High - Ch. of E. 11	18 1 6	1859
458	Leighton and Minshull-Vernon - N.S.	78 0 0	1841
	" " - "	21 0 0	1845
	" " - "	78 0 0	1850
	" " - "	183 17 10	1862
453	†Lindow Common - B.S. 2		
460B	Liscard - - N.S. 2	150 0 0	1842
460	†Liscard, St. Alban's R.C. *a*		
456	Lostock Gralam - N.S. 6	120 0 0	1852
454	†Lymm - - N.S. 6		
453	Macclesfield, Ch. Ch. N.S. 10	200 0 0	1841
	" " - "	175 0 0	1846
	" " - "	56 17 4½	1856
	" " - "	24 18 0	1859
	" " - "	194 1 6	1860
453	Macclesfield, Ch. Ch. (Crompton Road) N.S. 10	232 0 0	1850
	" " - "	21 6 8	1857
453	†Macclesfield, Mill Street - Wes. 2		
453	Macclesfield, Old Ch. or Town - - N.S. 10	34 0 0	1846
	" " - "	20 0 0	1847
	" " - "	22 0 0	1856
	" " - "	77 15 0	1860
453	†Macclesfield, St. Alban's - - R.C. 6		
453	Macclesfield, St. Paul's - - N.S. 10	417 0 0	1851
	" " - "	6 2 8	1856
	" " - "	16 6 0	1857

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	CHESHIRE—*cont.*	£ s. d.	
453	Macclesfield, St. Peter's - - N.S.	405 0 0	1846
	" " - - "	31 3 4	1856
363B	†Macsfen - " Ch. of E. 11		
363B	†Malpas (Allport's Endowed) - N.S. 11		
	Marleston-cum-Lache - - N.S.	*a**20 0 0	1838
452	Marple - - N.S. 10	*160 0 0	1838
452	Marple (High Lane) N.S. 10	152 0 0	1847
456	Marton - - N.S. 10	46 0 0	1843
454	†Mere (Mrs. Langford Brooke's) - N.S. 11		
456	Middlewich - - N.S. 6	*70 0 0	1835
	" - - "	1,111 10 0	1855
456	†Middlewich - - Wes.		
458	†Minshull (Church) N.S. 10		
457	Mossley - - N.S.	250 0 0	1845
474	Mottram-in-Longdendale - - N.S. 10	20 13 0	1853
456	*Moulton* - - N.S. 5	38 0 0	1843
458	Nantwich - - N.S. 6	*240 0 0	1838
	" - - "	55 0 0	1850
	" - - "	119 15 6	1855
458	Nantwich - - Wes. 10	500 0 0	1857
	" - - "	51 5 0	1863
460A	†New Ferry - - N.S. 2		
474	Newton-in-Mottram N.S. 10	500 0 0	1843
	" " - - "	36 0 0	1847
460	Neston - - N.S. 2	837 0 0	1861
460	†Neston (Little), Genl. S. 10		
452	Norbury - - N.S.	20 0 0	1845
	" - - "	61 0 0	1853
	" - - "	44 0 0	1855
	" - - "	88 0 0	1862
454	Northenden - - N.S.	40 0 0	1841
456	†Northwich - - Wes. 10		
457	†Odd Rode, Girls' School.		
456	†Oulton Park School - 12		
456	Over - - N.S. 6	628 0 0	1859
456	†Over Lane - - Wes.		
460D	Oxton - - N.S. 2	517 6 8	1853
	" - - "	25 0 0	1855
460A	*Parkgate* - Ch. of E. 2	144 0 0	1860
452	Portwood - - Wes. 11	1,284 0 0	1859
453	†Poynton, Lord Vernon's Schools - 10		
453	*Rainow* - - N.S.	150 0 0	1843
	" - - "	20 0 0	1843
452	Romiley - - N.S. 10	588 0 0	1860
454	†Rostherne - - N.S. 11		
456	†Rudheath - - N.S. 5		
455	†Runcorn - - N.S. 3		
455	Runcorn - - Wes. 10	486 0 0	1849
	" - - "	23 10 0	1857
455	Runcorn, Holy Trinity - - N.S. 3	308 0 0	1848
	" " - - "	59 0 0	1856
454	*Sale, St. Anne's*, Ch. of E. 11	239 3 9	1863
454	†Sale, Township - B.S. 1		
459	Saltney-cum-Lache N.S. 4	22 0 0	1854
	" " - - "	40 0 0	1855
	" " - - "	129 0 0	1856
457	Sandbach - - N.S. 6	250 0 0	1842
	" - - "	40 0 0	1848
	" - - "	180 10 0	1850
	" - - "	125 13 4	1856
460	Seacombe - - Wes. 10	735 0 0	1856
454	*Shadow Moss* - N.S.	*30 0 0	1840
454	Sharstone - - N.S. 11	28 15 0	1858
453	Siddington and Capesthorne - N.S. 10	150 0 0	1843
	" - - "	171 10 0	1856
457	Smallwood - " - N.S. 3	100 0 0	1846
	" - - "	10 10 0	1855
	" - - "	50 0 0	1860
474	Staley Millbrook, St. James's - N.S.	256 0 0	1848
474	Staley, St. Paul's - N.S.	315 0 0	1842
	" " - - "	185 0 0	1843
	" - - "	100 0 0	1852
474	†Staleybridge, Factory B.S.		
474	†Staleybridge, St. Peter's - R.C.		
452	Stockport - - B.S. 11	250 0 0	1845
452	Stockport - - N.S. 9	49 0 0	1858
452	Stockport - - R.C. 6	1,689 0 0	1859
452	†Stockport Ragged and Industrial School.		
452	Stockport, St. Peter's N.S. 9	212 0 0	1845
	" - - "	35 0 0	1846
452	Stockport, St. Thomas' - - N.S. 9	*560 0 0	1837
	" " - - "	*190 0 0	1887
	" " - - "	11 10 0	1849
455	†Stockton Heath Ch. of E. 5		
455	†Stretton - - N.S. 5		
460	†Sutton-in-Eastham N.S. 2		
453	Sutton (Higher), St. James' - - N.S. 10	*150 0 0	1841
453	Sutton, St. George's N.S. 10	250 0 0	1845
	" - - "	13 6 8	1849
453	*Sutton, St. George's Infant and Sunday School* -	*400 0 0	1836
454	†Tabley (Nether) Ch. of E. 11		
458	Tarporley - - N.S. 6	304 0 0	1849
	" - - "	20 0 0	1855
459	Tarvin - - N.S. 3	*77 0 0	1840
	" - - "	323 2 0	1859
459	Tattenhall - - N.S. 12	560 0 0	1855
453	Taxal and Fernilee N.S.	214 0 0	1848
459	†Tilston - Ch. of E. 12		
454	Timperley - - N.S. 11	471 0 0	1856
474	Tintwistle - - N.S. 10	*195 0 0	1839
	" - - "	100 0 0	1848
	" - - "	13 17 4	1853
	" - - "	5 0 0	1857
474	Tintwistle - - B.S. 12	200 0 0	1840
460B	Tranmere, Limekiln Lane - Ch. of E. 2	150 3 4	1854
	" " - "	145 7 6	1862
460B	Tranmere, St. Catherine's - - N.S. 2	774 12 0	1860
459	Upton, St. Mary's - N.S. 4	70 0 0	1843
460	†Upton (Overchurch) Ch. of E. 2		
458	*Utkinton* - - N.S.	45 0 0	1845
474	†Vale House - Ch. of E.		
460B	†Wallasey, Girls' Ch. of E. 2		
458	†Warmingham Ch. of E. 10		
456	Weaverham - - N.S. 5	400 0 0	1857
455	†Weston - - Wes. 10		
456	Wharton - - N.S. 5	165 0 0	1847
	" - - "	33 0 0	1855
	" - - "	13 0 0	1857
	" - - "	5 10 0	1858
	" - - "	210 0 0	1860

a School no longer exists.

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	CHESHIRE—*cont.*			
456	†Whitegate, Girls' School.			
454	*Wilmslow, Dean Row*	B.S. 2	281 15 10	1862
454	†Wilmslow, Independent School	2		
454	†Wilmslow, The Oak (Styal)	B.S. 2		
456	Winsford, Weaver Navigation	N.S. 5	150 0 0	1846
	" "	"	3 0 0	1859
456	‡Winsford	Wes. 10		
456	Witton	N.S. 6	26 0 0	1855
	"	"	167 10 0	1857
459	Woodbank	N.S.	*30 0 0	1834
457	Woodcock's Well (Mow Cop)	N.S. 3	345 18 0	1859
453	Woodford	N.S.	123 0 0	1848
458	Worleston	N.S. 6	40 0 0	1853
458	†Wybunbury, Delve's Charity School	6		
458	†Wybunbury, Girls	Ch. of E.		
	CORNWALL.			
307	*Agnes, St.*	B.S.	a*250 0 0	1839
	"	"	126 10 0	1840
301	Altarnun	N.S. 5	*32 0 0	1837
309	†Ashton, Infant School			
306	*Austell, St.*	B.S.	*100 0 0	1835
306	Austell, St.	N.S. 8	*150 0 0	1837
	"	"	25 0 0	1856
307	Baldiu	N.S. 7	120 0 0	1848
306	Blazey, St.	N.S. 8	200 0 0	1845
	"	"	12 0 0	1849
	"	"	135 19 3	1857
304	†Bodmin	N.S. 7		
304	†Bodmin	Wes. 3		
300	Boscastle	N.S. 5	50 0 0	1844
311	Bottoms, St. Levan	Wes. 2	228 0 0	1859
309	Breage, St.	N.S. 7	*125 0 0	1840
	"	"	30 0 0	1845
	"	"	20 0 0	1850
300	†Breward, St.	N.S. 5		
299	†Budehaven	Ch. of E. 5		
308	†Budock	N.S. 6		
311	Buryan, St.	N.S. 7	34 17 2	1850
	"	"	6 13 6	1853
	"	"	97 10 0	1858
303	Callington	N.S. 4	120 0 0	1842
290	Calstock	N.S. 4	430 0 0	1853
310	Camborne	N.S. 7	225 0 0	1845
	"	"	61 17 0	1856
	"	"	32 0 0	1861
310	Camborne	B.S. 3	*150 0 0	1835
	"	"	78 13 4	1856
300	Camelford	N.S. 5	200 0 0	1854
304	*Cardynham*	N.S. b	*50 0 0	1839
309	†Carnmenellis	N.S. 6		
312	†Carn Thomas, St. Mary's	N.S. 7		
307	Chacewater	N.S. 7	180 0 0	1848
	"	"	20 0 0	1855
	"	"	68 0 0	1863
309	†Clowance School	6		
308	Constantine	B.S. 3	*70 0 0	1838
	"	"	38 13 4	1855
	"	"	8 5 0	1855
	"	"	5 0 0	1858
	"	"	76 10 0	1863
	CORNWALL—*cont.*			
309	Crowan, Girls	N.S. 6	112 0 0	1845
305	‡Cubert	Ch. of E.		
309	†Cury	Ch. of E. 6		
310	*Cusgarue*	N.S.	60 0 0	1844
	"	"	24 0 0	1860
307	Devoran	N.S. 6	65 0 0	1847
302	Devyock	N.S.	80 0 0	1845
	"	"	34 0 0	1850
303	Dominick, St.	N.S.	210 12 0	1859
311	Erth, St.	Par. 7	80 0 0	1841
	"	"	20 0 0	1850
	"	"	10 5 0	1855
305	Ervan, St.	N.S.	200 0 0	1856
306	†Ewe, St.	N.S. 8		
308	Falmouth	N.S. 6	12 8 6	1863
308	†Falmouth	B.S. 3		
308	‡Falmouth, Girls, New	B.S.		
307	Feock, St.	N.S. 6	65 0 0	1847
307	*Gerrans*	Par.	198 16 0	1863
309	*Grade and Ruan Minor*	N.S.	170 0 0	1860
306	Grampound (with Creed)	N.S. 8	166 10 0	1854
311	Gulval	N.S. 7	111 12 6	1862
309	‡Gunwalloe	Ch.S.		
310	Gwennap (Church Town)	N.S. 6	*42 0 0	1840
	" " "	"	14 1 4	1851
	" " "	"	11 11 0	1857
310	†Hayle, Copperhouse	Wes. 2		
310	†Hayle, Foundry School	2		
309	†Helstone	N.S. 6		
309	Helstone	Wes. 3	293 6 6	1858
302	Hessenford, St. Ann's	N.S.	7 17 8	1850
310	†Illogan, Boys	N.S. 8		
310	Illogan, Girls	N.S. 8	81 0 0	1846
	"	"	8 10 8	1859
303	Ive, St.	N.S. 1	45 10 0	1843
	"	"	20 0 0	1844
311	†Ives, St.	Wes. 2		
311	*Ives, St.*	N.S.	300 0 0	1847
311	†Ives, St., St. John's	N.S. 7c		
311	Just, St.	N.S.	198 0 0	1848
311	Just, St.	Wes. 2	155 0 0	1849
307	Kenwyn, Saint George's	N.S. 8	299 4 0	1858
299	Kilkhampton	N.S. 5	20 8 0	1858
299	*Kilkhampton*	Wes.	126 0 0	1858
302	Landulph	Par. 1	17 15 6	1859
299	*Launcells*	N.S.	60 0 0	1844
301	Launceston and St. Thomas'	N.S. 5	*200 0 0	1840
	"	"	10 0 0	1849
301	Launceston	B.S. 3	*100 0 0	1837
303	Lerrin	N.S.	120 0 0	1846
301	†Lewannick	Wes. 4		
301	*Lezant*	N.S.	70 0 0	1848
303	Liskeard	B.S. 3	*125 0 0	1835
	"	"	54 0 0	1856
303	†Liskeard, Infants	B.S.		
311	Ludgvan	N.S. 6	*90 0 0	1836
308	†Mabe	N.S. 6		
304	*Mabyn, St.*	N.S.	168 0 0	1847
311	†Marazion (Sir C. Cole's School)	7		
299	†Marham	Ch. of E.		

a School in ruins. b Inspection withdrawn. c Inspection declined.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	CORNWALL—*cont.*			
307	†Mawes, St. - Ch. of E.	6		
307	†Mawes, St. - - Wes.	3		
309	†Mawgan, St., Village School - -	6		
309	†Mawgan, St., (in Meneage) School	6		
308	†Mawnan, Village School - -	6		
302	†Mellion, St. - Ch. of E.			
303	Menheniot - - N.S.	1	20 4 2	1858
303	Merrymeet - - N.S.	1	50 0 0	1846
303	†Morval Parish Sch.	1		
299	*Morwinstow* - N.S.		70 0 0	1845
311	Mousehole - - Wes.	2	243 0 0	1848
	" - - "		19 13 4	1851
	" - - "		7 16 8	1853
	" - - "		15 0 0	1856
308	†Mylor Bridge - N.S.	6		
305	Newlyn - - Wes.	2	406 0 0	1859
311	†Paul, St. - - N.S.	7		
303	Pelynt - - N.S.		75 0 0	1843
702	*Par, Biscovey* - N.S.		87 15 0	1863
311	Pendeen - - N.S.	7	241 10 0	1851
309	†Penrose - Ch. of E.			
308	Penryn - - N.S.	6	*150 0 0	1838
	" - - "		10 5 0	1860
308	Penryn - - Wes.	3	144 0 0	1850
	" - - "		83 0 0	1855
303	†Pensilva - - N.S.	1		
311	Penzance - - N.S.	7	*340 0 0	1835
311	†Penzance - - Wes.	2		
311	†Penzance, St. Paul's, Infants - Ch. of E.	7		
307	*Perranzabuloe* - N.S.		90 0 0	1844
310	†Phillack (Boys) - N.S.	7		
307	*Philleigh* - - Par.	8	78 14 6	1861
302	†Pillaton - - N.S.			
303	Polruan - - N.S.	1	80 0 0	1845
309	Porthleven - - N.S.	7	81 0 0	1846
	" - - "		71 5 0	1860
307	†Probus - - Par.	6		
302	*Quethiock* - - N.S.		*32 0 0	1840
	" - - "		34 10 0	1860
310	†Redruth - - N.S.	8		
303	†Rilla Mill - - B.S.	4		
309	†Ruby Mine School.			
302	*Saltash* - - N.S.		91 10 0	1842
311	*Sancreed* - - N.S.	7	140 0 0	1844
	" - - "		50 0 0	1845
312	†Scilly Isles, St. Mary's - - N.S.	7		
306	†Stephen's, St. (St. Austell) - - N.S.	8		
301	Stoke Climsland - N.S.	5	250 0 0	1853
	" - - "		15 0 0	1854
	" " - - "		9 0 0	1855
299	Stratton - - N.S.	5	180 0 0	1849
302	Tideford - - N.S.		119 0 0	1849
300	*Tintagle* - - N.S.		143 3 10	1855
302	†Torpoint - Ch. of E.	4		
312	†Tresco (Scilly) - N.S.	7		
310	†Trevenson, The Basset - - N.S.	8		
310	Trevenson-Pool - N.S.	8	81 0 0	1846
	" " - - "		42 0 0	1857
307	Truro, Fairmantle Street (late Cornwall Central) - N.S.	8	36 0 0	1857
307	†Truro, St. John's, Infant School.			
307	Truro, St. Mary's - N.S.	8	*120 0 0	1836
307	Truro - - B.S.	3	*300 0 0	1839
307	Truro, Exeter, Practising School for Females - -	8	368 0 0	1859
310	Tuckingmill, All Saints' - - N.S.		120 0 0	1846
306	Tywardreath - N.S.	8	150 0 0	1842
	" -		30 0 0	1849
304	†Wadebridge - B.S.	3		
310	†Wall - - Wes.	2		
301	*Warbstow* - - N.S.		*30 0 0	1837
309	*Wendron* - - N.S.	*a*	*90 0 0	1837
305	Wenn, St. - - N.S.	6	160 0 0	1857
311	*Zennor* - - N.S.		69 0 0	1841
	CUMBERLAND.			
569	*Allonby* - - B.S.	5	100 0 0	1841
569	Allhallows - - Ch.S.	2	199 0 0	1855
	" - - "		33 17 0	1856
	" - - "		35 6 3	1858
564	Alston - - N.S.		75 0 0	1844
	" - - "		70 0 0	1845
	" - - "		22 7 6	1852
	" - - "		25 0 0	1854
	" - - "		7 10 0	1854
569	Aspatria - - N.S.	3	15 0 0	1854
571	†Bees, St. - - N.S.	5		
569	†Blencogo - Ch. of E.	2		
569	†Blennerhasset Diss. S.	5		
569	Bolton - - N.S.	2	*264 0 0	1854
570	Bothel - - N.S.	2	236 0 0	1859
569	†Bowness - - N.S.	2		
570	†Braithwaite - - N.S.	5		
566	Brampton - - N.S.	10	647 0 0	1857
566	†Brampton - Eng. Pres.			
570	†Brigham - - N.S.	5		
570	Broughton, Great Ch. of E.	4	112 10 0	1847
	" " - "		30 15 0	1860
568	Cargo - Ch. Sch.	12	116 0 0	1856
	" - - "		97 0 0	1858
568	Carlisle - - B.S.	5	*300 0 0	1835
	" - - "		54 0 0	1855
568	†Carlisle, Central - N.S.	10		
568	Carlisle, Ch. Ch. - N.S.	10	165 0 0	1842
	" " - "		100 0 0	1847
	" " - "		60 0 0	1853
568	Carlisle, Holy Trinity - - N.S.	10	145 10 0	1843
	" " - "		25 0 0	1845
	" " - "		26 0 0	1852
563	Carlisle, St. Patrick's - R.C.	6	64 0 10	1855
568	†Carlisle, Shaddon Works - Ch. S.	10		
568	Carlisle (The Fawcett) - - N.S.	10	334 0 0	1851
	" " - "		18 6 4	1853
571	†Cleator - - N.S.			
571	†Cleator Mill - - B.S.	5		
570	Clifton - - N.S.	4	494 8 0	1859
570	Cockermouth - N.S.	4	170 0 0	1845
	" - "		81 15 0	1855
	" - "		38 3 0	1853

a Inspection withdrawn.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	CUMBERLAND—*cont.*	£ s. d.	
570	†Cockermouth, St. Joseph's - - R.C 6		
568	Cotehill - Ch. S.	97 10 0	1855
568	Crosby-on-Eden - N.S. 1	66 10 0	1845
	" - "	50 0 0	1846
	" - "	22 13 4	1854
570	*Cross Canonby* Ch. of E. 10	223 0 0	1863
570	†Crosthwaite - - N.S. 5		
570	†Crosthwaite, Free Grammar School - 5		
566	*Cumrew* - - N.S.	50 0 0	1846
	" - - "	7 0 0	1846
563	†Dalston - Ch. of E. 3		
565	*Dacre* - - N.S.	*40 0 0	1836
570	‡Dearham - Ch. of E.		
570	*Dovenby* - - N.S.	100 0 0	1845
569	*Drumburgh* - - N.S.	*45 0 0	1836
569	*Fingland* - - N.S.	*30 0 0	1838
570	‡Flimby - - N.S.		
571	*Frizington* - - N.S.	*25 0 0	1839
564	‡Garrigill Gate - B.S.		
565	†Greystoke - - N.S.		
571	†Harrington Ch. of E. 10		
571	†Hensingham - N.S.		
565	†Hesket-in-the-Forest Par.		
564	‡High Plains - - B.S.		
569	†Holme Cultram, Abbey Town - N.S. 2		
569	‡Holme Cultram, Aldoth - - N.S.		
569	*Holme Cultram, St. Cuthbert's* - N.S.	70 0 0	1845
568	†Holmehead - - B.S. 5		
568	‡Houghton - Ch. of E.		
565	†Hutton Mar- - Ch. of E. 2		
569	†Ireby, Grammar School 5		
572	‡Irton - - N.S. 5		
568	*Ive Gill* - - B.S.	*30 0 0	1840
570	†Keswick, St. John's N.S. 5		
565	Kirkoswald - - N.S. 1	208 7 0	1857
566	Laversdale - Ch. of E. 3	284 0 0	1857
566	*Lanercost Island* Ch. of E.	119 0 0	1863
564	†Leadgate-in-Alston N.S. 4		
567	Longtown, United School - - 5	430 0 0	1858
570	Maryport - - N.S. 10	396 0 0	1848
	" - - "	30 10 0	1855
570	Maryport - - B.S. 5	100 0 0	1846
	" - - "	15 0 0	1849
	" - - "	20 0 0	1853
	" - - "	14 3 2	1859
565	Melmerby - Ch. of E. 1	313 8 0	1861
572	*Millom* - - N.S.	194 0 0	1858
565	†Mungrisdale School 3		
566	*Newby* - - N.S.	50 0 0	1853
570	‡Newlands - - N.S. *a*		
569	†Newton, West, St. Matthew's - N.S. 3		
565	*Ouseby, St. Luke's* - N.S.	80 0 0	1857
565	Penrith - - Wes. 5	234 15 0	1852
565	Penrith - - B.S. 5	200 0 0	1843
	" - - "	38 0 0	1856
565	Penrith - - N.S. 2	431 0 0	1858
570	‡Plumbland - - N.S.		
568	†Raughton Head Ch. of E. 2		
565	Salkeld, Great - N.S. 1	283 0 0	1856
567	*Scaleby* - - N.S.	40 0 0	1847
568	Scotby - Ch. of E. 3	174 0 0	1863
569	Silloth, St. Paul's - N.S. 2	426 0 0	1859
565	†Stainton - Ch. of E. 3		
568	†Stanwix, Reformatory.		
568	Stanwix - - N.S. 10	*55 0 0	1839
	" - - "	100 0 0	1844
	" - - "	55 0 0	1845
	" - - "	19 18 8	1848
	" - - "	25 0 0	1849
	" - - "	45 0 0	1849
	" - - "	13 6 8	1851
	" - - "	49 10 0	1853
	" - - "	18 0 0	1856
	" - - "	18 0 0	1858
566	Talkin - Ch. of E. 11	282 0 0	1859
569	‡Thursby, Endowed School.		
569	Uldale, Grammar School - - 5	54 0 0	1857
568	Upperby - - N.S. 11	174 0 0	1854
568	†Warwick - - B.S. 5		
571	†Wasdale, Nether Village School - 5		
565	*Watermillock Grammar School.*	170 12 0	1861
569	†Westward - Ch. of E. 2		
568	Wetheral, Village Ch. S. 11	90 0 0	1855
571	†Whitehaven - P.U.		
571	†Whitehaven, St. Mary's - - R.C.		
571	Whitehaven, St. Nicholas' - - N.S. 11	213 0 0	1847
	" " "	10 6 0	1857
571	Whitehaven, Holy Trinity - - N.S. 11	*200 0 0	1837
	" " "	75 0 0	1848
	" " "	206 6 8	1852
569	†Wiggonby - - N.S. 3	*210 0 0	1834
569	*Wigton* - - B.S.		
569	†Wigton - - N.S. 3		
569	†Wigton, St. Cuthbert's - - R.C. 6		
570	*Workington, Free* Ch. of E. 11	1,215 0 0	1862
570	Workington, St. John's - Ch. of E. 11	516 9 0	1861
570	†Workington - R.C. 6		
568	†Wreay - - N.S. 12		
	DERBYSHIRE.		
446	Alfreton - - N.S. 11	350 0 0	1848
447	†Alkmonton - - N.S. 11		
446	Allestree - - N.S. 6	207 0 0	1856
444	Alvaston and Boulton - - Ch. of E. 3	335 0 0	1860
447	†Ashbourne - - N.S. 4		
449	†Ashford - - N.S. 6		
448	†Ashover Hill - Ch. S. 6		
444	Aston-on-Trent - N.S. 3	54 0 0	1845
449	Bakewell - - N.S. 6	137 5 0	1848
459	Bamford - - N.S. 5	62 10 0	1842
449	†Baslow, Ch. Ch. - N.S.		
509	Beighton and Hackenthorpe - - N.S. 8	367 0 0	1855
446	Belper - - N.S. 6	536 0 0	1849
446	†Belper - - P.U.		
446	†Belper - - Wes. 11		

a Inspection withdrawn.

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	DERBYSHIRE—*cont.*		
447	†Bentley (Fenny) - Ch. of E.		
447	*Biggin, St. Thomas'* N.S.	150 0 0	1849
448	Bolsover - - N.S.	40 0 0	1845
	" - - "	70 0 0	1848
447	†Bonsall - Ch. of E. 6		
444	†Borrowash, Infants - N.S.		
374	Boylestone - - N.S.	90 0 0	1846
448	Brackenfield - - N.S. 6	70 0 0	1845
	" - - "	35 0 0	1847
	" - - "	4 4 0	1847
	" - - "	13 13 0	1855
	" - - "	2 10 0	1857
447	†Brailsford - - N.S. 5		
448	Brampton, St. Thomas' - - N.S. 8	36 0 0	1861
447	†Brassington - N.S.		
444	*Breaston* - - N.S.	144 0 0	1857
448	Brimington - - N.S.	75 0 0	1841
375	‡Broughton (Church) N.S.		
450	†Buxton, Endowed - N.S.		
450	*Buxton* - - Wes.	92 10 0	1851
450	†Castleton (Boys) - N.S. 5		
450	†Castleton (Girls) - N.S. 5		
450	Chapel-en-le-Frith - N.S. 5	*105 0 0	1840
	" " - - "	8 17 0	1847
	" " - - "	17 0 0	1853
451	Charlesworth - - N.S. 5	250 0 0	1851
451	†Charlesworth - B.S. 11		
448	Chesterfield, Victoria N.S. 8	160 0 0	1848
	" - - "	30 0 0	1855
448	Chesterfield, Old Trinity - - N.S.	50 0 0	1847
	" " - "	124 5 0	1862
448	†Chesterfield - - R.C. 4		
450	*Chinley* - - B.S.	*40 0 0	1835
448	†Clay Cross Iron Works School - 11		
448	†Clay Cross, St. Bartholomew's - Par. 6		
447	†Clifton - Ch. of E. 4		
438	Codnor, Girls' and Infants' - - N.S. 6	550 0 0	1860
438	Codnor and Loscoe, Boys' - - N.S. 11	67 0 0	1812
	" " - - "	52 9 6	1856
	" " - - "	121 0 0	1860
446	Crich - - N.S. 5	250 0 0	1848
	" - - "	34 8 10	1859
449	Darley, South - Ch. of E. 6	131 16 8	1862
445	Derby - - B.S. 10	450 0 0	1844
	" - - "	55 0 0	1856
445	Derby, All Saints' - N.S. 7	*160 0 0	1837
	" " - "	311 0 0	1852
	" " - "	9 0 0	1857
445	†Derby, Canal Street Wes. 10		
445	Derby, Ch. Ch. - N.S. 7	250 0 0	1852
	" " - "	3 12 6	1857
	" " - "	6 15 0	1858
445	Derby, Curzon St. - N.S. 7	355 0 0	1842
	" " - "	40 0 0	1845
	" " - "	12 0 0	1846
	" " - "	20 0 0	1849
	" " - "	13 6 8	1850
	" " - "	7 0 0	1851
	" " - "	8 19 0	1853
445	Derby, Holy Trinity N.S. 7	250 0 0	1841
	" " - "	306 0 0	1851
	" " - "	70 0 0	1853
445	†Derby, King Street - Wes. 10		
445	Derby, Practising School - - 7	277 0 0	1855
445	Derby Ragged Sch. - -	372 0 0	1859
445	Derby, St. Alkmund's N.S. 7	211 0 0	1853
445	†Derby, St. Joseph's - R.C.		
445	†Derby, St. Mary's - R.C. 4		
445	†Derby, St. Michael's N.S. 8		
445	Derby, St. Paul's - N.S. 7	234 15 0	1852
445	Derby, St. Peter's (Bag Lane), Inf. - N.S. 7	*85 0 0	1840
445	Derby, St. Peter's (Devonshire St.), Girls - - N.S. 7	*125 0 0	1839
	" " " - "	15 13 4	1859
445	Derby, St. Peter's (Siddal's Lane), Infants - - N.S. 7	*a*160 0 0	1834
445	Derby, St. Peter's (Traffic St.) - N.S. 7	*b*124 0 0	1847
	" " - -	8 0 0	1860
507	*Dore* - - N.S.	20 0 0	1846
374	†Doveridge, Girls - N.S. 11		
444	Draycott and Wilne Par. 6	386 0 0	1854
	" " - "	40 10 0	1868
446	Duffield, Endowed - N.S. 4	21 0 0	1855
444	Eaton, Little - N.S. 11	50 0 0	1842
	" " - "	15 0 0	1849
	" " - "	20 0 0	1849
444	Eaton, Long - N.S. 11	243 18 9	1863
450	†Edale - - N.S. 5		
449	†Edensor - - N.S. 6*c*		
449	†Eyam - - N.S. 5		
449	†Eyam, Infant - Ch. of E. 5		
451	*Glossop* - - B.S.	*d*225 0 0	1836
451	†Glossop, All Saints - R.C. 6		
451	Glossop (Duke of Norfolk's) - - B.S. 11	31 11 3	1859
451	†Glossop, Dinting Vale, Printworks Sch.		
448	†Grassmoor, Hasland School - - 8		
451	†Hadfield - - Wes. 11		
437	†Hardwick - - N.S.		
449	†Hassop and Calver - R.C. 4		
449	Hathersage - Ch. of E. 5	304 0 0	1859
449	†Hathersage - - Wes. *e*		
451	Hayfield, Town's - N.S. 5	*116 0 0	1839
446	Hazlewood - - N.S.	69 0 0	1846
446	Heage - - N.S. 6	68 0 0	1841
	" - - "	70 2 5	1859
438	Heanor - - N.S. 6	220 0 0	1848
	" - - "	40 8 0	1856
448	†Heath - - Ch. of E. 10		
450	†Hope - - Ch. of E. 5		
446	Horsley, Endowed - N.S. 6	24 13 4	1849
	" " - "	10 7 0	1857
451	†Howard Town - Wes. 11		
447	†Hulland - - N.S. 11		
438	Ilkeston - - B.S. 10	200 0 0	1846
	" - - "	86 0 0	1860

a For Siddal's Lane and Traffic Street Schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street Schools.
c Inspection declined.
d School pulled down, and part of proceeds of sale of material, with interest (16*l.* 8*s.* 1*d.*), repaid to the Lords of Her Majesty's Treasury.
e Closed in 1854.

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	DERBYSHIRE—*cont.*		
438	Ilkeston - - N.S. 11	131 5 0	1851
	" - - "	279 8 0	1861
446	Ironville - - N.S. 11	490 0 0	1852
447	*Kniveton* - - N.S.	53 0 0	1849
446	*Langley (Kirk)* - N.S.	40 0 0	1845
446	Lea, Public School - - 11	512 5 0	1860
444	*Littleover* - - N.S.	70 0 0	1845
447	†Longford - - Par. 5	-	
375	†Lullington - Ch. of E. 4		
449	Matlock Bath - N.S. 6	205 0 0	1854
414	Measham - - N.S. 3	*20 0 0	1837
	" - - "	60 0 0	1847
	" - - "	28 0 0	1851
	" - - "	57 0 6	1855
444	Melbourne - - N.S. 4	54 0 0	1853
375	‡Mickleover - - Ch. S.		
449	Middleton - - N.S. 5	75 0 0	1846
	" - - "	20 16 0	1859
449	†Middleton (Stoney) N.S.		
446	†Milford - - B.S. 10		
449	†Monyash - - N.S.		
446	*Morley* - - N.S.	17 1 9	1850
448	Newbold with Dunstan - - Ch. of E. 8	292 12 6	1863
375	†Newhall - - N.S. 4		
451	Newmills - - N.S. 5	300 0 0	1846
451	†Newmills - - West.		
375	†Newton-Solney - N.S.		
437	*Normanton (South)* -	*64 0 0	1839
444	†Normanton - Ch. of E. 8		
507	Norton, Greenhill - N.S. 8	46 0 0	1844
444	Ockbrooke - - N.S. 5	200 0 0	1850
	" - - -	11 0 0	1855
	" - - -	16 10 0	1858
444	†Osmaston - - N.S. 4		
447	†Parwich - - N.S. 4		
446	‡Pentrich - - N.S.		
437	†Pleasley Works - B.S. 12		
444	†Ravenstone - - N.S.		
446	Riddings - - N.S. 11	345 0 0	1845
448	Ridgeway - - N.S.	*80 0 0	1837
446	†Ripley - - Wes.		
446	Ripley, Boys, Girls, and Infants - N.S. 6	800 0 0	1856
	" " - "	200 0 0	1857
444	Sawley - - N.S. 11	415 0 0	1860
375	Scropton - - N.S. 4	80 0 0	1853
	" - - -	31 5 0	1861
444	†Shardlow - - Par.		
438	Shipley and Cotmanhay - - N.S. 4	436 10 0	1860
	" " - "	55 0 0	1862
437	*Shirebrook* - - N.S.	83 5 0	1852
448	Shirland - - N.S.	133 10 0	1851
447	Shirley - - N.S. 4	62 0 0	1845
	" - - "	26 6 8	1856
446	Smalley, Boys - N.S. 11	35 0 0	1848
	" " - "	10 0 0	1858
448	Smalley, Girls - N.S.	4 5 0	1848
	" - - "	153 0 0	1858
448	†Spink Hill, St. Mary's R.C. 4		
444	*Spondon* - - N.S. 11	183 0 0	1840
437	†Stainsby - Ch. of E. 11		
444	Stanton-by-Dale Abbey - - N.S.	263 0 0	1854
	" - - "	12 0 0	1858
375	†Stapenhill - " - N.S. 4		
448	Staveley - - N.S. 6	200 0 0	1844
448	†Staveley Works - Ch. of E. 6		
374	†Sudbury (Lady Vernon's) - - N.S. 11		
375	†Swadlincote - - N.S. 4		
449	Tansley - - N.S.	60 0 0	1842
	" - - "	60 0 0	1849
	" - - "	43 14 9	1858
437	†Tibshelf - - N.S. 6		
449	Tideswell - - N.S.	255 0 0	1847
	" - - "	50 0 0	1850
446	*Turnditch* - - N.S.	75 0 0	1847
448	*Wessington* - - N.S.	13 0 0	1859
	" - - "	16 14 6	1859
451	Whitfield - - N.S. 5	300 0 0	1848
448	*Whittington (Webster's Endowed)* - Par.	144 0 0	1849
436	†Whitwell - Ch. of E. 11		
446	Wirksworth - - N.S. 5	234 0 0	1852
	" - - "	56 0 0	1859
448	†Woodthorpe - Ch. of E. 6		
447	Yeaveley - - N.S. 4	26 10 0	1842
	" - - "	32 0 0	1847
	DEVONSHIRE.		
297	Appledore - - N.S.	130 0 0	1844
	" - - "	6 6 8	1852
297	†Appledore - - Wes. 11		
283	*Ashburton, Infants* N.S	*38 0 0	1838
281	†Ashcombe - - N.S.		
295	*Ashford* - Ch. of E.	75 4 0	1858
296	*Ashreigney* - - N.S.	361 16 0	1861
281	*Ashton* - - N.S.	*37 0 0	1839
285	Aveton-Gifford - N.S. 10	463 4 0	1858
280	Awliscombe - - N.S.	*36 0 0	1840
279	Axminster - - N.S. 3	158 0 0	1850
279	Axmouth - - N.S. 3	8 11 4	1853
	" - - "	10 10 0	1856
295	*Barnstaple* - - N.S. 5	*100 0 0	1835
295	†Barnstaple - - R.C. 7		
295	Barnstaple - - Wes. 11	400 0 0	1859
295	†Barnstaple, Blue Coat Boys, Endowed Sch. 5		
295	Barnstaple, Holy Trinity - - N.S. 5	345 0 0	1840
295	†Barnstaple, St. Mary Magdalene - N.S. 5		
291	*Beaworthy* - - N.S.	*25 0 0	1834
295	Berryn Arbor - - N.S. 5	126 0 0	1848
283	†Bickington - Ch. of E.		
293	*Bickleigh* - - N.S. 4	55 0 0	1842
	" - - "	4 13 4	1853
297	Bideford - - B.S. 11	*240 0 0	1837
	" - - "	86 1 7	1856
297	Bideford, Longbridge N.S. 11	125 0 0	1849
285	*Blackawton* - - N.S. *a*	*37 0 0	1836
283	†Bovey North - - N.S. 11		
283	Bovey Tracey - - N.S. 3	*87 0 0	1835
293	Bradninch - - N.S. 4	*99 0 0	1838
	" - - "	25 0 0	1850
	" - - "	27 18 0	1855
281	†Braniford Speke, Village School - 10		
281	†Brampford Wood, Reformatory.		
291	*Bratton Clovelly* - N.S. *b*	*65 0 0	1838
295	Bratton Fleming - N.S.	65 0 0	1841
	" " - "	10 6 0	1859

a Inspection not desired.

b Inspection refused.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DEVONSHIRE—*cont.*		
291	Bridestow and Sourton - - Ch. of E. 5	159 0 0	1863
284	†Bridgetown School - - - 1	..	
284	Brixham, Endowed - Ch.S. 2	50 0 0	1854
284	†Brixham, Girls' Sch. - 2		
284	†Brixham, Inft. Sch. - - 2		
284	†Brixham - - B.S. 1		
281	†Broadclyst - - N.S. 3		
284	Buckfastleigh - N.S. 11	189 0 0	1842
284	*Buckfastleigh* - B.S.	*170 0 0	1835
286	*Buckland (Egg)* - N.S.	133 0 0	1848
290	*Buckland Monachorum* - Ch.S.	150 0 0	1859
294	Buckland, West - N.S.	70 0 0	1846
	" " - "	20 0 0	1847
	" " - "	20 0 0	1854
286	*Budeaux, St.* - N.S.	*40 0 0	1837
314	Burlescombe - Ch. of E. 4	304 0 0	1860
294	Burrington - - N.S. 4	332 0 0	1857
293	*Butterleigh* - - N.S.	26 0 0	1844
293	*Cadeleigh* - - N.S.	40 0 0	1842
294	†Castle Hill - - N.S. 5		
291	Chagford - - Par. 3	128 12 6	1861
291	†Chagford, Infant - N.S. 3		
294	Charles - Ch. of E. 5	80 0 0	1860
292	*Cheriton, Bishop* - N.S.	*25 0 0	1838
293	Cheythorne - Ch. of E. 4	250 0 0	1857
294	†Chittlehampton - N.S. 5		
283	Chudleigh - - N.S. 11	799 16 0	1858
294	*Chunnleigh* - - B.S.	*50 0 0	1836
292	*Colebrooke* - - N.S. *a*	*140 0 0	1835
292	†Coleridge - - N.S.		
293	Collumpton - - N.S. 4	21 0 0	1853
279	Colyton - - N.S. 3	*92 0 0	1836
279	*Colyton Rawleigh* - N.S.	60 0 0	1841
295	Combmartin - N.S. 5	104 15 6	1854
286	Cornwood - - N.S. 3	315 0 0	1860
281	Countess Wear - N.S. 12	100 0 0	1854
314	Culmstock - - N.S.	*70 0 0	1840
290	†Dartmoor Prison - N.S. 4		
284	†Dartmouth, St. Petrox N.S. 11		
283	†Dawlish - - N.S. 2		
282	Devon and Exeter, Central - - N.S. 10	1,395 0 0	1858
282	†Devon and Exeter Infant School - - 10		
289	Devonport, Royal Naval and Military Free School - 10	653 0 0	1849
	" " - -	250 0 0	1854
	" " - -	35 0 0	1857
	" " - -	40 0 0	1858
289	†Devonport, St. James' N.S.		
289	†Devonport, St. Mary's - N.S. 4		
289	†Devonport, St. Stephen's - - N.S. 4		
289	†Devonport, St. Joseph's - - R.C. 7		
284	Dittisham - - N.S. 2	75 0 0	1844
	" - - "	17 10 0	1847
290	†Dolton, Boys - N.S. 4		
295	*Down, West* - N.S.	50 0 0	1842
291	†Drewsteignton - N.S. 3		
281	†Dunsford - - N.S. 11		
293	†Elmore - - B.S. 2		
286	Ermington - - N.S. 4	69 10 0	1841
	" - - "	75 0 0	1848

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	DEVONSHIRE—*cont.*		
291	*Exbourne* - - N.S.	*60 0 0	1840
282	*Exeter* - - B.S.	*150 0 0	1837
282	†Exeter - - N.S. 10		
282	†Exeter, Episcopal Charity School - - 10		
282	Exeter, Mint Lane Wes. 2	300 0 0	1848
	" " - "	35 0 0	1854
282	†Exeter, St. David's - Par. 10		
282	Exeter, St. James' - N.S. 10	200 0 0	1845
	" " - "	13 16 0	1853
	" " - "	8 0 0	1854
282	Exeter, St. Sidwell's N.S. 10	467 0 0	1854
	" " - "	33 0 0	1856
281	Exeter, St. Thomas' Par. 10	325 0 0	1862
281	†Exeter, St. Thomas' P.U.		
282	†Exeter, City Workhouse School - P.U.		
281	*Exminster* - - N.S.	354 0 0	1859
281	†Exmouth - - N.S. 12		
281	Exwick - - N.S. 11	255 0 0	1860
294	‡Filleigh, Castle Hill N.S.		
283	†Furrough Cross Sch. - I		
296	†Giles, St., in the Wood - - N.S. 4		
296	†Gulworthy (Duke of Bedford's School) - 4		
293	Halberton - - N.S. 4	100 0 0	1845
	" - - "	9 18 0	1852
	" - - "	40 0 0	1854
	" - - "	156 0 0	1856
291	*Hampton, High* - N.S.	*35 0 0	1835
284	*Harberton Ford* - N.S. 12	137 0 0	1850
297	†Hartland - - N.S. 5		
291	*Hatherleigh* - - N.S. 10	*112 0 0	1839
281	†Heavitree - - Par. 11		
298	*Hollacombe* - - B.S.	*45 0 0	1836
284	Holne - - N.S. 11	5 18 3	1860
298	Holsworthy - - Wes. 4	150 15 0	1852
298	Holsworthy - - N.S. 5	100 0 0	1847
	" - - "	15 0 0	1855
280	Honiton - - N.S. 3	273 7 6	1862
280	Honiton - - B.S.	*150 0 0	1834
286	†Hooe, West - - N.S. 4		
290	Horrabridge, Secular School - - - 10	59 8 0	1861
284	Huish, North - N.S. 2	63 0 0	1846
	" - - "	12 13 4	1857
291	*Iddesleigh and Dowland* - - N.S.	219 10 0	1860
281	Ide - - - N.S. 11	275 0 0	1862
295	†Ilfracombe - - B.S. 11		
295	Ilfracombe - - N.S. 5	223 0 0	1857
295	†Ilfracombe, St. Philip and St. James's - N.S. 5		
295	*Instow* - - N.S.	117 0 0	1856
284	†Ivybridge - Ch. of E. 3		
290	†Kelly - Ch. of E. 5		
284	†Kenn - - Ch. of E. 11		
293	†Kentisbeare - N.S.		
281	†Kenton - - N.S. 11		
285	Kingsbridge and Dodbrooke - B.S. 12	103 0 0	1842
	" " "	100 0 0	1845
	" " "	31 0 0	1854
285	Kingsbridge and Dodbrooke - N.S.	134 0 0	1850
283	Kingskerswell, St. Mary's - - N.S. 2	280 0 0	1856
290	†Lamerton - - N.S.		

a Inspection not desired.

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	DEVONSHIRE—*cont.*		
283	†Lensden - - N.S. 11		
240	*Lew Trenchard* - N.S.	66 10 0	1842
295	Loxhore - - N.S. 5	40 0 0	1843
281	†Lympston - - N.S. 12		
295	Lynton - - N.S. 5	100 0 0	1843
281	Mamhead (*see* Ashcombe) - - N.S.		
283	Manaton - Ch. of E. 3	101 0 0	1859
295	†Marwood, Endowed School.		
283	Marychurch, St. - N.S. 2	87 6 0	1860
290	†Mary-Tavy, St. - N.S. 5		
290	*Mary-Tavy, St.* - B.S.	*100 0 0	1837
290	*Meavy* - - N.S.	*25 0 0	1837
	" - - "	30 0 0	1846
279	*Membury* - - N.S.	51 0 0	1842
	" - - "	10 0 0	1848
296	†Merton - - N.S. 4		
290	†Milton Abbot (Duke of Bedford's), Boys' Free School - - 4		
290	Milton Abbot, Girls' School - - N.S. 4	60 0 0	1848
285	*Modbury* - - N.S.	*100 0 0	1836
	" - - "	77 0 0	1854
294	†Molton, North - N.S. 5		
294	†Molton, South - N.S. 5		
294	Molton, South, Infants' School - - -	400 0 0	1861
294	*Molton, South* - Wes. 11		
292	†Morchard, Bishop - Ch. of E. 10		
297	Northam - - N.S. 11	*90 0 0	1836
286	*Nos-Mayo* - - N.S.	100 0 0	1844
	" - - "	11 0 0	1849
294	*Nympton Bishop's* - N.S.	50 0 0	1842
280	†Offwell - - N.S.		
291	Okehampton - N.S. 5	*82 0 0	1837
	" - - "	44 0 0	1855
280	†Ottery St. Mary's - N.S. 3		
284	Paignton - - N.S. 2	84 0 0	1846
	" - - "	5 10 0	1854
297	*Parkham* - - N.S.	35 0 0	1859
290	Peter Tavy, Village School - - - 5	128 0 0	1860
301	*Petherwyn, North* - N.S.	80 0 0	1845
295	Pilton - - N.S. 5	*100 0 0	1841
287	Plymouth (Charles Parish) - - N.S. 3	609 0 0	1847
	" " - "	26 5 5	1851
	" " - "	8 6 8	1856
	" " - "	882 12 0	1857
287	Plymouth, Ch. Ch. - N.S. 3	177 0 0	1850
	" " - "	4 6 8	1857
	" " - "	4 0 0	1858
287	Plymouth, Public Free - - B.S. 10	95 15 0	1849
	" " - "	300 0 0	1851
	" " - "	80 13 4	1854
	" " - "	14 0 0	1855
	" " - "	208 13 2	1862
287	Plymouth, Holy Trinity - - N.S. 3	270 0 0	1855
	" " - "	*232 11 6	1859
287	†Plymouth, St. Andrew's Chapel - N.S. 4		
287	†Plymouth, St. Andrew's (Catherine Street) - - N.S. 3		
287	†Plymouth, St. James' - Ch. of E. 4		
287	†Plymouth, St. Peter's N.S. 4		
287	†Plymouth, The Grey School - - - - 4		
286	†Plympton, St. Mary's, Ridgway District N.S. 4		
286	Plymstock - - N.S. 4	55 12 0	1857
290	†Raddon Chapel - N.S. 5		
284	†Rattery - Ch. of E. 11		
294	*Rose Ash* - - N.S.	65 0 0	1847
285	Salcombe, near Kingsbridge - - N.S. 10	150 0 0	1848
293	*Sampford Peverell* N.S.	100 0 0	1850
292	†Sandford - - N.S. 10		
279	†Seaton (Sir W. Trevelyan's School) - - 3		
296	*Shebbeare* - - N.S.	*30 0 0	1836
280	†Sidmouth - - Par. 3		
280	Sidmouth, All Saints' N.S. 3	161 0 0	1849
293	Silverton - - N.S. 10	111 0 0	1848
281	†Starcross - - N.S. 11		
284	*Stoke Gabriel* - N.S. 2	50 0 0	1843
	" " - "	4 10 0	1853
	" " - "	17 0 0	1857
289	Stoke Damerel Public Sch. 10	*90 0 0	1836
	" " - "	130 0 0	1862
285	Stokenham - - N.S. 10	272 0 0	1858
288	†Stonehouse - - Wes.		
288	Stonehouse, East - N.S. 3	17 6 8	1852
	" - - "	7 5 0	*1856
288	†Stonehouse, St. Mary's - R.C. 7		
287	Sutton-on-Plym - N.S. 4	202 5 0	1861
295	†Swimbridge - - Par. 5		
290	†Tavistock - - B.S. 10		
290	Tavistock - - N.S. 4	415 0 0	1847
295	*Tawton Bishop's* - N.S. 5	66 10 0	1843
291	*Tawton, North, Infants* - Ch. of E.	195 0 0	1858
283	†Teignmouth - B.S. 1		
283	†Teignmouth, East and West - - Par. 3		
283	†Teignmouth - Wes.		
283	†Teignton, Bishop's - Ch. of E. 2		
283	Teignton, King's - N.S. 2	188 0 0	1848
	" " - "	3 12 6	1854
293	Thorverton - - N.S. 4	140 0 0	1843
280	*Tipton, St. John's* - N.S.	50 0 0	1843
293	Tiverton - - N.S. 4	138 0 0	1858
293	†Tiverton - - B.S. 2		
293	†Tiverton (Bampton Street), Infants - B.S. 2		
281	†Topsham - - Wes. 1		
281	Topsham, Somasters N.S. 12	476 0 0	1861
283	Tor, Yonge - - N.S. 2	250 0 0	1847
	" " - "	36 0 0	1847
	" " - "	15 6 5	1853
	" " - "	47 0 0	1854
	" " - "	47 0 0	1860
298	*Torrington, Black* - N.S.	*40 0 0	1836
296	*Torrington, Great* - B.S.	*150 0 0	1835
283	†Torquay, Abbey Road, Public Sch. 1		
283	Torquay - - N.S. 2	100 0 0	1860
	Torquay, Boston Fields. *See* Upton.		
283	†Torquay, Holy Trin. N.S. 3		

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	DEVONSHIRE—*cont.*		
286	†Turnchapel, Infants N.S. 4		
293	†Uffculme - - N.S.		
293	†Uplowman - - N.S. 4		
280	Up-Ottery - - N.S.	125 0 0	1844
283	†Upton, Boston Fields N.S. 2	85 0 0	1856
	" " "	39 0 0	1859
283	Upton, Ellacombe, Infants - - N.S. 11	142 10 0	1862
281	†Upton Pyne - - N.S. 10		
294	*Warkleigh* - - N.S.	47 10 0	1847
296	Wear Gifford - N.S. 4	198 0 0	1860
281	Whimple - - N.S. 3	96 0 0	1850
293	*Willand* - - N.S.	70 0 0	1845
296	Winkleigh - - N.S. 4	64 0 0	1841
294	Witheridge - - N.S. 4	95 0 0	1847
	" " -	20 0 0	1859
293	†Withleigh - - N.S.		
281	*Withycombe Rawleigh* - - N.S.	40 0 0	1842
	" " "	49 5 10	1845
281*	†Woodbury (Broadmead's), Endowed School - - - 1		
283	Woolborough and Highweek - - N.S. 2	150 0 0	1844
	" " "	10 0 0	1850
	" " "	9 17 4	1857
296	Yarnscombe - - N.S. 4	51 0 0	1848
	DORSETSHIRE.		
278	Allington - - N.S.	*80 0 0	1839
275	*Alton Pancras* - N.S.	75 0 0	1847
	" " -	25 0 0	1848
275	†Athelhampton - B.S. 4		
277	†Beaminster, Girls - N.S. 8		
318	*Black Down* - N.S.	82 0 0	1847
270	Blandford, Boys - N.S. 2	130 0 0	1847
	" " - "	14 13 4	1852
	" " - "	12 10 0	1859
270	Blandford, Girls - N.S. 2	63 0 0	1858
270	*Blandford* - - B.S.	150 0 0	1841
275	†Bradford Peverell Ch. S. 6		
278	†Bradpole - - N.S. 8		
278	Bridport (Boys, Girls, and Infants), General School - - 4	261 0 0	1850
	" " - -	18 0 0	1853
	" " - -	500 0 0	1855
	" " - -	55 15 4	1858
	" " - -	61 0 0	1862
275	Bredy (Long), and Kingston Russell N.S. 6	157 0 0	1856
	" " "	141 0 0	1858
275	*Broadmayne* - N.S.	48 0 0	1846
277	Broadwindsor - N.S.	150 0 0	1844
275	Buckland, Newton Ch. of E. 2	268 0 0	1858
273	*Burton, East* - N.S.	38 0 0	1843
268	Cann, St. Rumbolt's - 11	70 0 0	1846
275	Cattistock - - N.S. 8	*45 0 0	1841
275	†Cerne Abbas - N.S. 6		
279	Chardstock, Industrial N.S. 3	*100 0 0	1839
	" " "	150 0 0	1850
	" " "	660 0 0	1859
279	†Charmouth - - N.S. 3		
276	†Chetnole - - N.S. 1		
278	Chideock - - N.S.	117 0 0	1849

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	DORSETSHIRE—*cont.*		
276	Compton, Nether and Over - - N.S. 1	114 0 0	1849
	" - "	7 13 4	1853
273	†Corfe Castle - - N.S. 7		
273	Corfe Castle - B.S. 4	*295 0 0	1834
271	Corfe Mullen, Lockyer's - - N.S. 7	195 0 0	1860
277	Corscombe - - N.S. 8	5 5 7	1850
271	†Cranborne - Ch. of E. 2		
271	†Critchill Moor Ch. of E.		
275	Dorchester, Boys and Girls - - N.S. 6	*80 0 0	1835
275	†Dorchester, Trinity, Infant - - N.S. 6		
	†Dorset, Reformatory.		
271	Edmonsham - Ch. of E. 2	150 0 0	1858
268	†Enmore Green - N.S. 11		
271	*Farnham* - - N.S.	*35 0 0	1837
	" - "	20 0 0	1849
271	*Farnham, Gypsey* - N.S.	*a*100 0 0	1848
269	†Fifehead, Magdalen Ch. of E. 11		
275	†Fordington, West - Par. *b*		
268	†Gillingham - - N.S. 11		
275	*Godmanstone* - N.S.	75 0 0	1850
273	†Grange - - N.S.		
277	Halstock - - N.S.	*47 0 0	1839
	" - "	30 0 0	1845
271	†Hampreston - N.S. 7		
271	†Handley - - N.S. 2		
279	*Hawkchurch* - N.S.	10 0 0	1845
273	Herston, Infant Ch. of E. 7	112 0 6	1856
270	Hilton - - N.S. 2	368 0 0	1859
271	†Hinton Martell Ch. of E. 7		
269	Hinton, St. Mary - N.S. 2	70 0 0	1844
270	†Hinton (Tarrant) - N.S.		
271	Holt - - N.S.	200 0 0	1844
277	*Hook* - Ch. of E.	100 0 0	1859
269	*Ibberton* - - N.S.	*25 0 0	1835
268	Iwerne Minster - N.S. 11	*60 0 0	1839
272	Kingston - - N.S. 7	*40 0 0	1836
320	Kington Magna - N.S. 11	150 0 0	1855
	" - "	114 0 0	1858
272	*Kinson Heath* Ch. of E. 7	214 0 0	1861
274	†Langton-Herring - N.S. 6		
273	Langton-Matravers N.S. 7	70 0 0	1845
	" " -	6 13 4	1855
276	Leigh - - N.S. 1	91 10 0	1862
278	†Loders - Ch. of E. 8		
272	†Longfleet - - N.S. 7		
273	Lulworth, West Ch. of E. 7	196 0 0	1860
279	Lyme Regis - N.S. 3	15 0 0	1855
	" " -	9 10 0	1859
279	Lyme Regis - B.S. 4	*150 0 0	1837
	" " - - "	15 16 0	1852
	" " - - "	7 0 0	1854
272	‡Lytchet Matravers - N.S.		
272	*Lytchet Minster* - N.S. 7	*43 0 0	1839
	" " - "	3 12 0	1846
275	Maiden Newton and Frome Vauchurch N.S. 8	66 0 0	1842
277	Marshwood - - N.S.	51 0 0	1843
	" - - "	6 0 0	1845
277	*Melplash* - - N.S.	105 0 0	1850
270	†Milton Abbas - N.S. 2		
278	†Monkton Wyld Ch. of E. 3		
273	*Morecombe Lake* - N.S.	81 0 0	1847
277	†Netherbury - - N.S. 8		
269	Okeford (Child) - N.S.	80 0 0	1847

a Repaid by managers. November 21, 1855.

b Inspection withdrawn.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	DORSETSHIRE—*cont.*		
271	Osmington - - N.S. 6	*45 0 0	1837
	" - - "	12 10 0	1852
	" - - "	6 11 0	1858
272	†Parkstone - Ch. of E. 7		
275	Piddlehinton - N.S. 6	212 4 0	1862
275	†Piddletrenthide - N.S. 6		
270	†Pimperne - - N.S. 2		
272	Poole - - N.S. 7	*150 0 0	1835
	" - - "	46 0 0	1857
274	Portland, St. John's N.S. 6	40 0 0	1843
	" " - "	468 0 0	1858
	" " - "	48 0 0	1862
274	†Portland, Grove School.	*a*	
274	†Portland, Prison Officers' School - 4		
	" " "		
274	Portland, St. George's Parish School - - 4	468 0 0	1858
	" " "	48 0 0	1862
274	Portland - - Wes. 4	269 0 0	1858
277	†Powerstock - N.S. 8		
274	†Preston - - N.S. 6		
275	†Puddletown Ch. of E. 6		
278	†Puncknoll - - N.S. 8		
277	Rampisham - N.S. 8	105 0 0	1846
	" - - "	10 10 8	1858
268	*Shaftesbury* - B.S.	*100 0 0	1840
268	†Shaftesbury, St. James, - - N.S. 11		
268	Shaftesbury, Holy Trinity - - N.S. 11	103 0 0	1843
	" " "	13 10 0	1856
276	Sherborne (Horsecastle's Lane) - N.S. 1	1,193 0 6	1857
	" " "	15 5 6	1857
	" " "	99 0 0	1859
276	†Sherborne-Newlands - - N.S.*b*		
276	†Sherborne Literary Institution, Evening School.		
276	†Sherborne (Long Street), Boys - B.S. 4		
269	†Shillingstone - Ch. of E.		
269	†Stalbridge - - N.S. 11		
275	Stinsford and Bockhampton - - N.S. 6	85 0 0	1849
270	*Stourpaine* - N.S.	50 0 0	1841
268	†Stower, East - N.S. 11		
268	Stower Provost and Todbere - - N.S.	125 0 0	1850
	" " "	16 6 8	1855
	Stickland, *see* Winterbourne Stickland.		
271	†Sturminster Marshall - - N.S. 7		
269	Sturminster, Newton - - N.S. 2	500 0 0	1855
268	†Sutton-Waldron - N.S. 11		
273	Swanage - - N.S. 7	16 4 6	1858
271	†Tollard Royal - Ch. of E.		
271	Verwood - - N.S. 2	105 0 0	1847
	" - - "	2 13 6	1853
278	Walditch - Ch. of E. 8	196 0 0	1861
273	†Wareham - - N.S. 7		
273	Wareham - - B.S. 5	450 0 0	1859
273	†Wareham and Purbeck - - P.U.		
274	†Weymouth - - B.S. 4		
	DORSETSHIRE—*cont.*		
274	Weymouth, Holy Trinity - - N.S. 6	330 0 0	1854
	" " "	185 0 0	1858
274	Weymouth and Melcombe Regis, St. Mary's - Ch. of E. 6	80 0 0	1854
	" - "	190 0 0	1858
278	Whitchurch Canonicorum - - N.S.	100 0 0	1841
	" " "	31 12 6	1849
271	Wimborne Minster N.S. 7	200 0 0	1843
270	Winterbourne Whitchurch - - N.S. 1	*30 0 0	1835
270	†Winterbourne, Stickland - - Par. 2		
273	‡Wool - - N.S. 7		
274	†Wyke Regis - - N.S. 6		
	DURHAM.		
542	Auckland, Bishop, St. Ann's - - N.S.	200 0 0	1856
542	†Auckland, Bishop (Bishop Barrington's School) - - 5		
542	†Auckland, Bishop (Edward Walton's School) - - - 9		
542	†Auckland, Bishop, St. Helen's - B.S. 9		
542	Auckland, Bishop - Wes. 9	583 0 0	1859
542	*Auckland, West* - N.S.	110 0 0	1852
551	†Barlow (Winlaton) Ch. of E.		
543	Barnard Castle - N.S. 10	90 0 0	1840
	" " - "	50 0 0	1849
	" " - "	25 0 0	1854
543	Barnard Castle, Victoria, Infants B.S. 4	*100 0 0	1838
543	†Barnard Castle - Wes. 4		
543	†Barnard Castle, St. Mary's - - R.C. 1		
545	Belmont - Ch. of E. 3	24 0 0	1853
	" - - "	25 0 0	1858
541A	Billingham Ch. of E. 4	103 0 0	1853
548	Birtley - Ch. of E. 5	604 0 0	1860
548	‡Birtley - - R.C.		
541A	†Bishopton - - N.S. 5		
550	Boldon - - N.S. 3	131 6 0	1860
	" - - "	7 10 0	1861
544	†Boltsburn, Boys Ch. of E. 6		
544	†Boltsburn, Girls Ch. of E. 6		
515	Brandon - - N.S. 6	480 0 0	1860
545	‡Brooms, St. Cuthbert's - - R.C.		
542	*Byers Green* - N.S. 2	50 0 0	1841
	" - "	329 0 0	1855
542	Byers Green, Infant School - - -	160 0 0	1860
546	†Castle Eden, Boys N.S. 6		
546	Castle Eden Colliery N.S. 3	165 0 0	1844
	" - "	50 0 0	1847
545	†Castle Eden (Mrs. Burdon's) - N.S.		
545	†Castleside - Ch.S. 5		
548	Chester-le-Street - N.S. 3	120 0 0	1842
	" " - "	73 10 0	1856
	" " - "	160 0 0	1860

a United with Portland Prison Officers' school.
b Now amalgamated with Sherborne (Horsecastle's Lane) N.S.

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	DURHAM—*cont.*		
545	Collierley - - N.S. 3	75 0 0	1846
	" - - "	22 0 0	1855
540	Coniscliffe - - N.S. 3	14 8 3	1860
	" - - "	65 0 0	1862
541	*Coopen-Bewley* - N.S.	149 0 0	1858
541A	†Cornforth - Ch. of E. 3		
542	Coundon - - N.S. 5	100 0 0	1842
	" - - "	83 0 0	1857
542	†Crook (Pease's West) - B.S. 10		
540	Darlington Bank Top Railway - B.S. 9	540 0 0	1860
540	†Darlington, Blackboy Colliery - Ch. S.		
540	Darlington (Bridge Street) - Wes. 9	1,388 0 0	1858
540	Darlington (Bridge Street) - B.S. 9	100 0 0	1841
	" - - "	40 0 0	1854
540	†Darlington (Feetham's) - B.S. 9		
540	Darlington, Holy Trinity - N.S. 10	230 0 0	1846
	" " "	132 10 0	1851
	" " "	20 0 0	1854
	" " "	4 4 0	1855
	" " "	15 0 0	1857
	" " "	24 12 0	1859
540	†Darlington (Kendrew Street) - B.S. 9		
540	†Darlington, St. Augustine's - R.C. 1		
540	Darlington, St. Cuthbert's - N.S. 10	60 0 0	1859
	" " St. "	26 0 0	1860
540	Darlington, St. John's - N.S. 10	903 15 0	1860
540	†Darlington (Skinnergate Street) - B.S.		
549	Deptford, St. Andrew's - N.S. 11	160 0 0	1843
	" " - "	30 0 0	1849
	" " - "	17 13 4	1857
545	†Durham - - Wes. 1		
545	†Durham, Blue Coat N.S. 11		
545	†Durham, Gilesgate, Infant - - 11		
545	Durham, Male Practising School - 11	835 15 0	1858
545	Durham, Female Practising School 11	345 0 0	1858
545	†Durham, St. Cuthbert's - - R.C. 11		
545	Durham, St. Margaret's - - Par. 11	644 0 0	1860
545	Durham, St. Oswald's - - N.S. 11	220 0 0	1845
	" " "	185 15 0	1853
	" " "	25 0 0	1854
541A	Eaglescliffe - - N.S. 4	*40 0 0	1839
	" - - "	52 0 0	1851
	" - - "	9 10 0	1855
546	†Easington, Charity - Par. 1		
546	†Easington Lane, Colliery School - 2		
544	†Eastgate, Barrington School - - 3		
544	†Eastgate, Girls' School - 3		
543	†Egglestone - - N.S. 5		
548	†Eighton Banks - N.S.		
542	Escomb - Ch. of E. 6	288 18 0	1860
542	Escomb and Witton Park Iron Works N.S. 6	90 0 0	1849
	" " "	118 10 0	1858
	" " "	80 0 0	1862
542	Etherley - - N.S. 6	*40 0 0	1834
	" - - "	197 0 0	1861
542	†Etherley, Infants Ch. of E.		
541A	*Ferry Hill* - - N.S.	98 0 0	1848
545	*Framwellgate Moor* N.S.	50 0 0	1840
551	†Friar's Goose - B.S. 6		
544	†Frosterley - - Wes. 10		
543	Gainford - - N.S. 5	92 0 0	1853
551	Gateshead - - N.S. 10	252 0 0	1842
551	†Gateshead - - Wes. 6		
551	*Gateshead, Infants and Sunday* - N.S.	*140 0 0	1837
551	‡Gateshead, Our Lady and St. Wilfred's R.C.		
541B	*Greatham* - - N.S. 3	*30 0 0	1836
	" - - "	30 0 0	1847
551	†Greenside - Ch. of E. 3		
541A	†Grindon - Ch. of E.		
541B	‡Hartlepool, Holy Trinity, District Ragged School -		
541B	†Hartlepool, St. Bega's R.C. 1		
541B	†Hartlepool, St. Hilda's R.C. 1		
541B	Hartlepool (West) - N.S. 10	1,500 0 0	1859
541B	†Hartlepool, West, St. Joseph's - R.C.		
543	†Harwood-in-Teesdale - - N.S. 5		
540	Haughton-le-Skerne N.S. 4	94 0 0	1859
540	Heighington, Endowed - Ch. of E. 6	42 0 0	1862
549	†Hendon, New Town, Mixed Sch. - - 11		
549	Hendon, St. Paul's - N.S. 11	671 0 0	1856
547	Hetton-le-Hole - N.S. 2	*110 0 0	1840
551	*Heworth, near Gateshead* - N.S.	*a* *58 0 0	1837
551	*Heworth, St. Albans, Windy Nook* - N.S.	*85 0 0	1838
	" "	60 0 0	1843
545	*Holmside* - - N.S.	42 0 0	1847
	" - - "	30 0 0	1849
551	*Holy Island* - - N.S.	44 0 0	1841
547	Houghton-le-Spring Wes. 2	115 8 4	1852
547	†Houghton-le-Spring, St. Michael's - N.S. 7		
547	†Houghton-le-Spring, St. Michael's - R.C. 2		
544	†Hunstanworth - Par. 4		
542	Hunwick - - N.S. 2	72 0 0	1850
	" - - "	32 4 0	1855
	" - - "	75 8 9	1860
540	Hurworth-on-Tees - N.S. 4	79 0 0	1861
540	†Hurworth-on-Tees - Wes. 5		
549	*Hylton, North* - N.S.	37 10 0	1852
549	*Hylton, South* - N.S.	*110 0 0	1837
550	†Jarrow Bede - N.S. 11		
550	†Jarrow, Ellison Ch. of E. 10		
548	†Lamesley - - N.S. 7		
545	*Lanchester* - Ch. of E.	86 14 0	1862
543	Langleydale - - N.S.	162 0 0	1858
545	Ludworth - - N.S. 6	120 0 0	1849

a Inspection declined.

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	DURHAM—*cont.*			
543	Lumley -	- N.S. 3	61 3 4	1858
542	*Lynesack St. John's*	N.S.	152 10 0	1853
542	*Lynesack and Softley* -	- B.S.	*50 0 0	1840
541A	†Middleham, Bishop	Ch. of E. 4		
543	Middleton-in-Teesdale -	- N.S.	*45 0 0	1841
541	Middleton-in-West Hartlepool	- N.S. 10	50 0 0	1841
	" -	- "	8 0 0	1860
545	*Muggleswick* " -	Ch. of E. 4	100 0 0	1861
547	†Newbottle, St. Matthew's -	- N.S. 7		
542	*Newfield* -	- N.S.	100 0 0	1841
	" -	- "	38 6 8	1856
541A	†Norton -	- N.S. 4		
548	Pelton -	- N.S.	40 0 0	1848
	" -	- "	126 0 0	1851
541A	†Port Clarence -	- N.S. 6		
547	Rainton (West) -	Ch. S. 3	252 0 0	1862
542	†Roddymoor (Crook), Infants -	- B.S.		
549	†Ryhope, Village -	Ch. of E.		
548	*Sacriston* -	- N.S.	60 0 0	1845
546	Seaham Harbour -	N.S. 3	*40 0 0	1837
	" " -	"	273 0 0	1849
	" " -	"	80 0 0	1856
541B	Seaton Carew -	N.S. 4	115 0 0	1844
	" " -	"	13 5 0	1854
546	†Seaton Colliery School -	- 6		
541A	†Sedgefield, Boys	Ch. of E. 5		
541	†Sedgefield, Girls	Ch. of E. 5		
545	*Shiddforth* -	- N.S.	53 10 0	1863
545	†Sherburn -	- N.S. 3		
545	Sherburn Hill -	N.S. 3	45 0 0	1845
	" " -	"	20 0 0	1850
	" " -	"	15 15 0	1855
	" " -	"	40 0 0	1858
550	Shields, South, Holy Trinity -	- N.S. 11	*200 0 0	1837
	" " " -	"	36 10 0	1863
550	†Shields, South (Jarrow Chemical Works) -	- B.S. 2		
550	†Shields, South, Old Charity, or St. Hilda's -	- N.S. 11		
550	Shields, South (Union) -	- B.S. 2	*225 0 0	1835
	" " -	"	280 0 0	1858
550	†Shields, South, St. Bede's -	- R.C. 11		
550	Shields, South, St. John's (Saville Street) -	- Sess. 2	400 0 0	1848
550	Shields, South, St. Stephen's -	N.S. 11	568 5 0	1853
542	*Shildon* -	- N.S. 5	*55 0 0	1837
	" -	- "	70 0 0	1841
	" -	- "	45 0 0	1847
542	Shildon, New -	B.S. 10	206 12 3	1857
	" " -	"	50 0 0	1862
545	Shincliffe -	- N.S. 3	82 0 0	1840
545	*Shincliffe, Village School* -	- -	86 12 6	1861
542	†South Church -	B.S. 10		
542	South Church -	- N.S. 5	200 0 0	1848
	" -	- "	37 4 0	1854
	" -	- "	36 9 0	1858
549	Southwick -	- N.S. 11	*150 0 0	1837
	" -	- "	9 13 4	1853
	" -	- "	169 13 6	1862
542	Spennymoor -	N.S. 2	100 0 0	1840
	" -	- "	13 4 0	1854
	" -	- "	65 0 0	1861
543	Staindrop -	- N.S. 4	79 11 6	1855
543	†Stainton (Barnard Castle) -	- N.S. 3		
541A	Stainton, Great -	N.S.	51 0 0	1848
	" " -	"	9 6 8	1855
544	†Stanhope, St. John's Chapel -	Ch. of E. 6		
551	Stella, St. Cuthbert's or Blaydon -	- N.S. 5	452 0 0	1854
	" " -	- "	112 3 0	1856
551	Stella - "	- R.C. 11	279 0 0	1856
541A	Stockton-on-Tees -	B.S. 11	100 0 0	1841
541A	Stockton-on-Tees, Holy Trinity, Boys	N.S. 10	350 0 0	1850
	" " " " -	"	90 0 0	1855
	" " " " -	"	24 0 0	1857
541A	†Stockton-on-Tees (Industrial) -	- N.S. 10		
541A	Stockton-on-Tees, St. Thomas', Central -	- N.S. 10	300 0 0	1847
	" " -	"	3 0 0	1857
541B	*Stranton* " (*Industrial*) -	- N.S.	367 10 0	1863
541B	†Stranton (New) -	N.S. 10		
549	*Sunderland* -	- B.S.	30 0 0	1840
549	Sunderland, The Gray School -	11	*90 0 0	1836
	" " -	-	1,150 0 0	1857
549	†Sunderland, " St. Mary's -	- R.C. 11		
549	†Sunderland, Nicholson Street -	Wes. 2		
549	†Sunderland, Trimdon Street -	Wes. 2		
549	†Sunderland, Whitburn Street -	Wes. 2		
542	†Sunnyside (Crook)	B.S. 10		
545	Tanfield -	- N.S. 3	100 0 0	1844
	" -	- "	20 7 0	1859
	" -	- "	35 0 0	1863
546	Thornley -	- N.S. 6	75 0 0	1845
546	†Thornley Colliery	- N.S.		
546	†Thornley, St. Godric's -	- R.C.		
544	Tow Law -	- N.S. 6	400 0 0	1849
	" -	- "	7 4 0	1851
544	Tow Law -	- Wes. 10	335 0 0	1859
545	Tudhoe Iron Works	Wes. 10	445 16 0	1861
548	Washington -	Par. 6	357 0 0	1858
548	†Washington, Chemical Works Sch.	6		
548	†Washington -	Wes. 2		
549	Wearmouth, Bishop	Ch. of E. 7	777 6 8	1854
549	Wearmouth, Bishop, Infants -	- N.S. 7	150 0 0	1847
549	†Wearmouth, Bishop, Rectory Park -	- N.S.		

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	DURHAM—*cont.*			
549	Wearmouth, Colliery Sch.	7	712 10 0	1861
549	Wearmouth, Monk N.S.	11	180 0 0	1843
	" " - "		20 13 4	1858
	" " - "		49 10 0	1863
550	Whitburn - - N.S.	6	25 0 0	1857
	" - - "		371 2 0	1857
543	†Whorlton - - N.S.	6		
545	Willington - - N.S.	5	52 0 0	1855
	" - - "		98 5 0	1862
543	†Willington Colliery Sch.	2		
551	†Winlaton - Ch. of E.			
543	†Winston - Ch. of E.			
548	*Witton Gilbert* - N.S.		35 0 0	1845
544	Wolsingham - N.S.	6	200 0 0	1845
	" - - "		50 0 0	1345
544	†Wolsingham - Wes.	10		
541	*Wolviston* - - N.S.		*49 0 0	1838
551	Wreckenton - N.S.	2	65 0 0	1842
	" - "		34 16 8	1855
	" - "		132 10 0	1858
	ESSEX.			
196	*Abridge* - - N.S.		52 0 0	1845
205	Aldham - - N.S.	3	30 0 0	1844
210	*Arkesden* - - N.S.		50 0 0	1845
210	Ashdon - - N.S.		5 0 0	1849
198	Aveley - - N.S.	6	80 0 0	1845
	" - - "		42 0 0	1853
200	Baddow, Great - N.S.	5	*75 0 0	1839
200	†Baddow, Little - N.S.	5		
209	†Bardfield, Great - B.S.	5		
197	*Barkingside* - N.S.		72 0 0	1842
	" - "		28 0 0	1843
212	*Belchamp, Walter* - N.S.		*35 0 0	1839
201	*Benfleet South* - N.S.		120 0 0	1845
203	*Bentley, Great* - N.S.		145 0 0	1849
203	*Bentley, Little* - N.S.		60 0 0	1848
139	Berden - - N.S.	2	142 0 0	1853
199	Billericay - - N.S.	5	70 0 0	1840
	" - - "		17 0 0	1847
	" - - "		13 6 8	1855
	" - - "		13 18 9	1856
205	†Birch - - N.S.	3		
139	†Birchanger - - N.S.	2		
211	Birdbrook - - N.S.	2	60 0 0	1849
208	Bocking - - N.S.	5	*87 0 0	1836
	" - - "		36 0 0	1860
208	†Bocking - - B.S.	10		
200	Boreham - - N.S.	5	120 0 0	1848
199	*Bower's Gifford* - N.S.	10	70 0 0	1847
	" " - "		55 0 0	1859
	" " - "		17 13 4	1859
205	*Boxted* - - N.S.		*55 0 0	1837
208	†Braintree, Public - B.S.	10		
199	*Brentwood, Girls* - N.S.	5	*50 0 0	1836
199	*Brentwood, Boys* - N.S.		*60 0 0	1837
205	*Brightlingsea* - N.S.		88 0 0	1842
205	Brightlingsea - Wes.	3	438 0 0	1861
209	Broomfield - - B.S.	3	32 13 4	1850
211	Bumpstead, Helions N.S.	2	132 5 0	1854
211	Bumpstead, Steeple N.S.	2	132 0 0	1849
	" " - "		5 7 0	1853
	" " - "		15 7 6	1854
	" " - "		115 0 0	1855
198	Chadwell, St. Mary's N.S.	6	94 0 0	1856
200	*Chelmsford* - - B.S.		*300 0 0	1841
200	Chelmsford, Victoria N.S.	5	350 0 0	1841
210	Chesterford, Great - N.S.	2	200 0 0	1849
	" " - "		67 0 0	1857

a Inspection withdrawn.

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	ESSEX—*cont.*			
195	Chigwell Row - B.S.		80 0 0	1841
195	Chigwell Row - N.S.		*55 0 0	1839
	" " - "		70 0 0	1853
200	Chignall, St. James' and Mashbury - N.S.		75 0 0	1850
199	Childerditch - N.S.		45 0 0	1845
203	Clacton, Great - N.S.		180 0 0	1861
210	Clavering - - N.S.	2	65 0 0	1815
210	Clavering - - B.S.	5	90 0 0	1840
	" - - "		26 13 6	1854
206	*Coggeshall* - - B.S.		118 0 0	1842
206	Coggeshall - - N.S.	5	*200 0 0	1839
	" - - "		125 0 0	1847
	" - - "		59 19 10	1859
204	Colchester, Blue School - Ch. of E.	3	751 0 0	1862
204	Colchester, St. Peter's (North Hill) - N.S.		*75 0 0	1836
	" - "		22 17 4	1853
204	†Colchester, Magdalen's Street Branch - N.S.	3		
207	*Colne-Engaine* - N.S.		60 0 0	1847
207	†Colnes, Earls, United B.S.	5		
205	Copford - - N.S.	3	54 0 0	1853
	" - - "		18 13 4	1857
197	*Dagenham* - - N.S.		*60 0 0	1836
200	†Danbury - - N.S.	5		
205	†Dedham, Girls - N.S.	3		
205	*Dedham Heath* Ch. of E.		102 0 0	1858
202	Dengie - - N.S.		28 0 0	1846
	" - - "		56 7 6	1854
205	Donyland, East - N.S.	3	111 10 0	1863
209	Dunmow - - B.S.	5	150 0 0	1854
209	Dunmow, Great Ch. of E.	2	39 0 0	1858
200	*Easter, Good* - N.S.		26 0 0	1846
209	Easter, High - N.S.	5	100 0 0	1851
139	†Elsenham - - N.S.		*a*	
195	Epping - - B.S.	2	132 0	1847
195	†Epping and Coopersale, Girls - Ch. of E.			
195	Epping and Theydon Garnon, otherwise Coopersale - N.S.	6	*42 0 0	1836
	" - "		1,390 0 0	1861
139	†Farnham - " - Ch. of E.		*a*	
206	Feering - - N.S.	4	110 0 0	1846
208	Finchinfield - N.S.	2	369 0 0	1855
194	Forest Gate - - N.S.	7	114 18 4	1854
	" - - "		107 10 0	1861
212	†Foxearth - - Par.			
200	†Galleywood - - N.S.	5		
198	†Grays - - N.S.	7		
196	†Greenstead, East - N.S.	3		
201	Hadleigh - Ch. of E.	10	171 0 0	1856
197	Hainault Forest - N.S.		102 0 0	1849
139	Hallingbury, Little - N.S.		30 10 0	1841
207	Halstead - - B.S.	10	266 0 0	1848
	" - - "		79 9 0	1856
207	Halstead, St. Andrew's - - N.S.	4	302 5 0	1851
	" " - "		16 0 0	1857
	" " - "		23 0 0	1860
207	Halstead, Trinity - N.S.	4	120 0 0	1845
	" " - "		18 6 0	1854
	" " - "		6 0 0	1855
	" " - "		21 4 0	1856
	" " - "		3 10 0	1857
	" " - "		6 5 0	1859
	" " - "		18 2 0	1861

b Inspection declined.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	ESSEX—*cont.*		
207	Halstead Trinity, Junior - Ch. of E. 4	130 0 0	1859
194	Ham, West, "Pelly Memorial" Ch. of E. 6	39 10 0	1851
	" " "	130 0 0	1855
	" " "	800 0 0	1862
194	Ham, West, and Stratford, Boys - B.S. 7	*125 0 0	1837
	" " " "	37 6 8	1857
194	Ham, West, and Stratford, Girls and Infants - B.S. 7	240 0 0	1851
	" " "	25 0 0	1855
200	‡Hanningfield (West) N.S. 5		
195	*Harlow, Potter Street* - - N.S.	*a* *25 0 0	1836
203	†Harwich - - N.S.	*a*	
209	†Hatfield Heath - - B.S. 4		
209	Hatfield, Broad Oak Ch. S. 2	199 15 0	1863
197	*Havering-atte-Bower* N.S.	*32 0 0	1837
201	*Hawkwell* - - N.S.	45 10 0	1848
207	*Hedingham, Sible* - N.S.	180 0 0	1841
210	Hempstead - Ch. of E. 2	100 0 0	1853
212	Henny, Great and Little - - N.S. 4	106 0 0	1857
140	Heydon - - N.S. 2	75 0 0	1847
	" - - "	19 2 0	1863
137	High Beech - - N.S.	36 0 0	1840
	" - - "	16 0 0	1848
200	Highwood - - N.S.	113 0 0	1852
201	*Hockley* - - N.S.	60 0 0	1841
197	Hornchurch - N.S. 6	412 4 0	1856
199	Horndon, East - N.S. 6	*52 0 0	1840
198	*Horndon-on-the-Hill* N.S.	100 0 0	1847
194	†Hudson Town - N.S. 6		
197	‡Ilford, Great - N.S.	*a*	
200	*Ingatestone* - - Par.	251 0 0	1861
203	Kelvedon - N.S. 5	*61 0 0	1838
206	†Kelvedon - - B.S.		
196	†Kelvedon Hatch - N.S.		
205	Langham Parish - B.S.	50 0 0	1850
	" " - "	11 17 6	1858
210	*Langley* - Ch. of E.	*175 19 0	1857
202	‡Latchingdon - N.S.		
205	*Layer-de-la-Hay* - N.S.	*50 0 0	1837
201	Leigh - - N.S. 10	500 0 0	1858
200	*Leighs, Great* - N.S.	141 0 0	1851
204	†Lexden - - N.S. 3		
194	†Leyton and Ozler, Charity - - N.S. 6		
209	*Lindsell* - - N.S.	29 0 0	1842
210	†Littlebury, Endowed N.S. 2		
195	Loughton - - N.S. 7	14 0 0	1850
202	Maldon - - N.S. 5	611 0 0	1849
203	Manningtree - Wes. 5	228 0 0	1857
205	*Mersea, East* - N.S.	156 0 0	1860
205	†Mersea, West - N.S. 3		
203	†Mistley Norman - N.S. 3		
200	*Moulsham, St. John's* N.S. 5	240 15 0	1863
196	†Navestock - - N.S. 6		
210	*Newport* - - N.S.	100 0 0	1850
202	*Norton (Cold)* N.S.	20 0 0	1842
203	*Oakley* - - N.S.	*30 0 0	1839
	" - - "	83 0 0	1853
198	Orsett - - N.S. 6	171 0 0	1849
	" - - "	6 7 6	1860
203	Osyth, St. - - N.S. 3	177 15 0	1854
195	Parndon, Great - N.S. 2	*25 0 0	1835
208	*Pattiswick* - - N.S.	*45 0 0	1837
194	Plaistow - - N.S. 6	*62 0 0	1837
	" - - "	20 0 0	1851
	" - - "	9 13 4	1852
	" - - "	45 0 0	1855
194	Plaistow Hall's Villo (late Victoria Dock) N.S. 6	1,138* 0 0	1862
202	†Purleigh - - Par. 5		
210	*Radwinter* - - N.S.	360 15 0	1855
210	Rickling - - N.S.	30 0 0	1846
	" - - "	21 11 2	1858
201	†Rochford - - B.S. 10		
197	Romford, Endowed N.S. 6	*150 0 0	1835
	" " "	48 5 6	1852
	" " "	105 6 8	1853
197	Romford, Infants - N.S. 6	85 0 0	1844
	" " "	170 11 8	1857
197	*Romford, Noak Hill* N.S.	96 0 0	1846
200	†Roxwell, Boys' School - 5		
208	*Saling, Great* - N.S.	42 0 0	1842
200	†Sandon - - N.S. 5		
201	†Shoeburyness - Ch. of E. 10		
194	†Silvertown - - N.S. 7		
201	*Southchurch* - N.S.	170 0 0	1857
201	†Southend - - N.S.		
202	‡Southminster - N.S.		
200	Springfield - - N.S. 5	35 0 0	1846
	" - - "	7 2 0	1850
	" - - "	8 5 0	1854
	" - - "	14 10 0	1855
207	*Stambourne* - N.S.	216 0 0	1861
196	Stanford Rivers Ch. of E. 5	117 15 0	1851
	" " " B.S.	9 5 0	1857
139	*Stanstead* - -	*30 0 0	1835
139	Stanstead, Mountfitchett - - N.S. 2	75 5 0	1860
	" " " N.S. 3	65 0 0	1861
205	†Stanway - -		
200	*Stock and Buttsbury* N.S.	*90 0 0	1839
194	Stratford, Ch. Ch. District - - N.S. 6	230 0 0	1850
	" " "	24 10 0	1858
194	†Stratford, Eastern Counties Railway Mech. Inst. Sch. - - 1		
194	Stratford, St. John's N.S. 6	*250 0 0	1837
	" "	78 6 8	1857
203	*Tendring* - - N.S.	60 0 0	1843
195	*Theydon Bois* - N.S.	32 0 0	1841
	" " "	100 0 0	1860
207	Tilbury - - N.S. 4	120 0 0	1857
202	Tillingham - - N.S. 5	283 10 0	1861
207	Toppesfield - - N.S. 4	426 0 0	1857
197	Upminster - - N.S. 6	75 0 0	1851
194	†Victoria Docks, Infant School - - 6		
194	†Victoria Docks, St. Marks - Ch. of E. 6		
201	*Wakering, Great* - N.S.	50 0 0	1841
210	Walden, Saffron - N.S. 2	200 0 0	1846
	" " "	12 16 9	1850
	" " "	3 3 0	1855
	" " "	6 2 6	1855
210	Walden, Saffron - B.S. 5	62 0 0	1855
200	Waltham, Great - N.S. 5	240 0 0	1847
	" " "	23 1 6	1858
	" " "	11 2 6	1858

a Inspection declined.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	ESSEX—*cont.*		
137	†Waltham Abbey - N.S. 6		
137	*Waltham Abbey* - B.S.	60 0 0	1842
	" " - "	50 0 0	1845
194	Walthamstow, Chapel End, St. John's - N.S. 6	*50 0 0	1835
194	†Walthamstow, St. Mary's - - N.S. 6		
194	†Wanstead - - N.S. 6		
197	Warley, Great (Lower) N.S. 5	40 0 0	1843
	" " " "	65 0 0	1862
197	Warley, Great, Ch. Ch. - - N.S. 5	23 3 10	1857
	" " "	100 0 0	1860
210	Wendon-Lofts and Elmdon - - N.S.	75 0 0	1844
208	Wethersfield - - N.S. 4	130 0 0	1844
	" - - "	15 8 0	1857
210	*Wicken Bonant* - N.S.	*a20 0 0	1839
196	*Willingale Doe* - N.S.	*39 0 0	1839
206	Witham - - N.S. 5	228 10 0	1842
	" - - "	27 17 4	1853
206	*Witham* - - B.S.	*150 0 0	1837
205	Wivenhoe - - N.S. 3	276 0 0	1849
	" - - "	16 10 0	1853
	" - - "	7 15 0	1856
203	*Wix* - - - N.S.	65 0 0	1844
203	‡Wix - - - Wes.		
194	†Woodford - - N.S. 6	114 0 0	1860
194	†Woodford - - B.S. 11		
191	†Woodford Bridge, Infants - - N.S.	*b*	
194	Woodford Bridge, St. Paul's - Ch. of E. 6	404 0 0	1860
200	*Woodham Ferrers* - N.S.	106 0 0	1848
207	†Yeldham, Great - N.S.		
207	*Yeldham Little* - N.S.	133 0 0	1857
	GLOUCESTERSHIRE.		
332	Almondsbury - N.S. 4	*80 0 0	1834
	" - - "	66 0 0	1848
	" - - "	25 3 10	1855
332	*Almondsbury Patchway Infant School* - -	227 0 0	1859
332	Alvestone - - N.S. 2	*40 0 0	1837
340	†Ampney-Crucis, Endowed School - - 7		
337	*Arlingham, Endowed* N.S.	91 17 6	1853
337	*Arlingham, Infants* Ch. of E.	100 0 0	1859
341	‡Arlington - - B.S.		
345	Ashchurch - - N.S.	62 10 0	1842
336	*Ashelworth* - - N.S. 4	42 0 0	1842
338	Avening - - N.S. 1	160 0 0	1843
334	*Awre and Blakeney* N.S.	115 0 0	1856
344	Badgworth - - N.S. 5	20 0 0	1842
	" - - "	143 6 6	1859
334	Berry Hill, Ch. Ch. N.S.	97 10 0	1854
	" " - "	35 0 0	1856
	" " - "	125 0 0	1857
	" " - "	7 13 4	1858
341	†Bibury - - N.S. 6		
577	*Bicknor, English* - N.S. 3	*34 0 0	1834
	" - - "	*45 0 0	1839
338	†Bisley, Boys' - N.S. 11		
327	‡Bitton - - N.S.		
334	*Blaisdon* - - N.S.	69 0 0	1848
406	†Bourton-on-the-Hill N.S. 2		

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	GLOUCESTERSHIRE—*cont.*		
342	*Bourton-on-the-Water* - - N.S.	152 0 0	1851
577	Breem - - N.S. 3	28 0 0	1856
	" - - "	205 15 3	1832
576	†Briavells, St. - Par. 3		
340	*Brimpsfield* - - N.S.	37 0 0	1842
338	†Brimscombe - N.S. 11		
329	Bristol, Back Fields Wes. 3	1,526 0 0	1858
329	†Bristol (Brandon Hill), St. George's N.S. 11		
329	†Bristol, Counterslip B.S. 3		
329	†Bristol, Deighton Street - - R.C. 6		
329	†Bristol, Diocesan Trade School.		
330	‡Bristol, Bread Street, St. Philip's, Ragged School.		
330	Bristol, Hannah More's - - N.S. 11	120 0 0	1846
	" " - "	60 10 0	1847
	" " - "	28 0 0	1849
	" " - "	14 10 0	1851
	" " - "	13 6 8	1851
	" " - "	9 15 0	1856
329	†Bristol Incorporation, Poor School.		
329	†Bristol Industrial Training and Reformatory School (Hillgrove Street).		
329	Bristol, Lewin's Mead, - - B.S. 3	350 0 0	1857
329	†Bristol, Maudlin Lane, Moravian S.		
329	†Bristol, Meadow Street, Infants - B.S. 3		
330	Bristol, Montpelier, St. Andrew's - N.S. 8	150 0 0	1849
	" " - "	8 6 8	1859
329	†Bristol, Pennywell Lane Industrial Ragged School.		
329	Bristol, Red Cross Street - - B.S. 3	75 0 0	1850
	" " - "	80 0 0	1853
	" " - "	45 0 0	1854
	" " - "	55 0 0	1856
	" " - "	25 16 8	1859
329	†Bristol, Red Lodge Reformatory (Park Row).		
329	†Bristol, Park Row Industrial School.		
329	Bristol, St. Augustine's - - N.S. 11	308 0 0	1850
	" " - "	13 5 4	1856
329	Bristol, St. Clement's Ch. of E. 11	529 4 0	1861
330	‡Bristol, St. George's Ragged School.		
329	†Bristol, St. James', Infants - Ch. of E. 8		
329	‡Bristol, St. James', Church Steps (late St. Michael's) Ragged School - 8		

a This school is pulled down, and 8*l.*, part of the proceeds of sale, repaid to the Lords of Her Majesty's Treasury.

b Inspection declined.

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	GLOUCESTERSHIRE—*cont.*			
329	†Bristol St. James', Back Ragged Sch.			
330	Bristol, St. James' and St. Paul's Benevolent Society's School	4	200 0 0	1853
329	Bristol, St. John the Baptist's	Par. 8	300 0 0	1859
329	†Bristol, St. Joseph's	R.C.		
329	Bristol, St. Jude's	N.S. 8	199 0 0	1846
	" "	"	153 0 0	1852
	" "	"	596 4 0	1859
329	*Bristol, St. Luke's, The Marsh (Barton Hill)*	Ch. of E. 11	191 0 0	1862
329	†Bristol, St. Mary's on the Quay	R.C. 6		
329	Bristol, St. Matthias' on the Weir	N.S. 8	723 0 0	1856
329	Bristol, St. Michael's	N.S. 8	40 0 0	1860
329	†Bristol, St. Nicholas' Tolentine	R.C. 6		
329	Bristol, Saint Nicholas' and Saint Leonard's	N.S. 8	1,150 0 0	1858
329	†Bristol, St. Paul's	Par. 8		
329	Bristol, St. Peter's	N.S. 8	184 0 0	1855
330	*Bristol, St. Philip and St. Jacob*	Ch. of E. 11	1,018 10 0	1862
330	†Bristol, St. Philip's, The Marsh	N.S.		
329	*Bristol, St. Simon's*	N.S.	90 0 0	1845
330	†Bristol, Trinity, St. Philip's Ragged School.			
342	*Broadwell, St. Paul's*	Ch. S.	75 0 0	1851
	" "	"	10 11 6	1858
336	*Brockworth*	N.S.	*30 0 0	1837
338	Bussage	N.S.	53 0 0	1850
338	Cainscross	N.S. 4	*55 0 0	1838
	"	"	60 0 0	1844
	"	"	263 8 0	1855
333	*Cam, Upper, Boys*	N.S.	*102 0 0	1837
406	Campden, Chipping, Boys	N.S. *2	*56 0 0	1839
	" "	"	21 8 0	1861
340	Cerney, North	N.S. 7	80 0 0	1844
	" "	"	56 4 0	1850
	" "	"	19 5 7	1855
340	‡Cerney, South	N.S. 3		
338	Chalford	N.S. 1	100 0 0	1843
	"	"	41 18 8	1848
	"	"	55 0 0	1849
	"	"	17 14 0	1849
	"	"	34 2 6	1852
344	Charlton King's, Boys	Ch. of E. 8	*60 0 0	1837
	"	"	15 10 8	1856
344	†Charlton King's, Girls	Ch. of E. 8		
162	†Chastleton, Hitchman's District	S. 2		
344	Cheltenham	B.S. 4	*125 0 0	1838
	"	"	23 6 8	1853
	"	"	10 10 0	1855
	"	"	1,375 0 0	1859
344	†Cheltenham, Baker Street	B.S. 4		
344	Cheltenham, Bethesda	Wes. 4	76 10 0	1851
	" "	"	6 10 0	1854
344	†Cheltenham, Boys' Model	Ch. of E. 10		
344	†Cheltenham, Ch. Ch.	N.S. 10		
344	†Cheltenham, Ch. Ch., Infants	N.S. 10		
344	Cheltenham, Highbury	B.S. 4	1,250 0 0	1857
344	†Cheltenham, Holy Trinity, Boys and Girls	N.S. 10		
344	†Cheltenham, Holy Trinity, Infants (Fairview Place)	N.S. 10		
344	†Cheltenham, Naunton, Infants (Exmouth Street, Bath Road)	N.S. 10		
344	Cheltenham, Old Charity	N.S. 10	180 0 0	1850
344	†Cheltenham, Ragged Industrial	Sch. 4		
344	Cheltenham, St. Gregory the Great	R.C. 6	336 1 0	1857
344	†Cheltenham, St. James	N.S. 10		
344	Cheltenham, St. John's	N.S. 10	83 0 0	1842
	" "	"	12 0 0	1847
344	†Cheltenham, St. Luke's (Bath Road), Boys and Girls	N.S. 10		
344	Cheltenham, St. Mary's	Par. 10	1,122 0 0	1857
	"	"	150 0 0	1859
344	*Cheltenham, St. Paul's*	N.S.	42 0 0	1850
	" "	"	64 0 0	1860
344	Cheltenham, St. Paul's, Boys' and Girls' Practising School	10	700 0 0	1854
344	Cheltenham, St. Paul's, Infants (Brunswick Street)	N.S. 10	250 0 0	1850
289	*Child's-Wickham*	N.S. 5	143 15 0	1863
333	*Chipping*	N.S. 11	*110 0 0	1838
334	Churcham and Bulley	N.S. 4	358 0 0	1856
334	Cinderford, St. John's	N.S. 3	131 13 4	1862
340	†Cirencester	B.S. 1		
340	†Cirencester, Endowed	Ch. of E. 7		
577	Clearwell	N.S. 3	243 5 0	1858
313	Cleeve, Bishop's	N.S.	135 0 0	1846
330	Clifton	N.S. 9	*400 0 0	1835
	"	"	74 0 0	1848
	"	"	24 12 0	1850
	"	"	5 0 0	1854
	"	"	23 5 0	1857
330	Clifton	B.S. 3	*150 0 0	1836
330	†Clifton	P.U.		
330	*Clifton (Berkeley Place), Infants*	N.S. 9	189 15 0	1851

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	GLOUCESTERSHIRE—*cont.*		
330	†Clifton, Ch. Ch. - N.S. 2		
330	†Clifton, Church of the Apostles - R.C.		
340	*Coates* - - N.S.	51 0 0	1849
344	Coberley - Ch. of E. 5	278 8 6	1861
577	*Coleford* - - N.S.	*150 0 0	1838
341	*Coln, St. Aldwyn* - N.S.	241 0 0	1857
344	†Coltham Fields, Ch. of E.		
335	*Corse* - - N.S.	70 0 0	1855
338	*Cranham* - - N.S.	35 0 0	1846
332	†Cromhall, Indust. - N.S. 2		
332	†Cromhall, "Middle" N.S.		
334	Dean Forest, Holy Trinity - -	a 50 0 0	1848
	" " -	30 0 0	1856
334	Dean Forest, Holy Trinity, Drybrook N.S.	150 0 0	1863
334	Dean Forest, St. Paul's (Park End) N.S.	105 0 0	1846
	" " "	50 0 0	1855
334	*Dean Forest, St. Paul's Oldcroft and Slade "Middle"* - - N.S.	150 0 0	1852
	" " - "	27 5 0	1854
334	*Dean Forest, Viney Hill, Blakeney, and Blakeney Woodside, Infts.* Ch. of E.	142 10 0	1853
334	Dean, Little - - N.S. 3	180 0 0	1848
	" - - "	20 0 0	1849
345	Deerhurst - - N.S. 3	255 0 0	1856
341	†Dowdeswell Ch. of E. 2		
338	Downend - - N.S. 5	*150 0 0	1841
	" - - "	42 16 0	1862
343	†Dumbleton, Day School. 3		
340	*Duntisbourne Abbot's* - - N.S.	35 0 0	1846
330	Durdham-Down, St. John's - - N.S. 9	545 0 0	1851
333	Dursley - - N.S. 2	*200 0 0	1854
	" - - "	70 0 0	1854
	" - - "	21 15 6	1855
341	*Eastleach Martin and Eastleach Turville* Ch. of E.	160 12 6	1863
337	Eastington Parish School 1	495 0 0	1859
337	*Eastington* - - Wes. 1		
330	*Easton, Lower, St. Mark's* - - N.S.	39 9 0	1858
338	*Ebley* - - B.S.	150 0 0	1840
	" - - "	150 0 0	1845
	" - - "	167 0 0	1846
340	Fairford, Endowed N.S. 6	80 10 0	1849
345	†Forthampton - N.S. 3		
337	Framilode - - N.S. 5	126 15 9	1858
	" - - "	32 0 0	1861
337	†Framilode - - B.S. 1		
331	Frampton Cotterell B.S. 3	130 0 0	1846
	" " -	50 0 0	1855
331	Frampton Cotterell N.S. 4	80 0 0	1843
	" " - "	40 0 0	1855
	" " - "	260 0 0	1857
337	Frampton-on-Severn N.S.	70 0 0	1843
	" "	10 0 0	1860
337	*Fretherne* - " - N.S.	*23 0 0	1838

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	GLOUCESTERSHIRE—*cont*		
330	George's, St., Mixed N.S. 8	287 0 0	1858
330	*George's, St., Infts.* N.S.	130 0 0	1856
336	†Gloucester - - N.S. 2		
*336	Gloucester - - B.S. 4	250 0 0	1841
	" - - "	124 13 0	1857
	" - - "	8 10 0	1858
	" - - "	132 6 1	1859
330	†Gloucester, Bristol, and Oxford Practising School.		
336	†Gloucester, Ch. Ch. N.S. 9		
336	Gloucester, Deacon Street, Boys' Sch. -	70 0 0	1853
336	*Gloucester, St. Catherine's* - - N.S.	*100 0 0	1836
336	Gloucester, St. James' - - N.S. 2	565 0 0	1844
336	*Gloucester, St. John's* - - N.S.	115 0 0	1848
	" " - "	10 5 0	1853
336	Gloucester, St. Mark's (Kingsholme) - - N.S. 9	100 0 0	1842
	" "	9 0 0	1853
336	†Gloucester, St. Mary-de-Lode, and St. Catherine's - - N.S. 9		
336	Gloucester, St. Michael's - - N.S. 2	230 0 0	1848
336	†Gloucester, St. Nicholas - - N.S. 9		
336	†Gloucester - - Wes.		
445	†Haffield (Dymock) - N.S. 3		
327	Henham - - N.S. 5	*100 0 0	1840
	" - - "	25 0 0	1847
	" - - "	25 3 6	1852
	" - - "	17 10 0	1855
	" - - "	136 0 0	1860
327	†Hanham - - Wes. 3		
337	†Hardwick, Reformatory -		
336	†Hatherley Down - N.S. 11		
331	Hawkesbury - N.S. 11	175 0 0	1847
	" - - "	4 11 4	1853
334	†Hawthorne - Ch. of E. *b*		
336	†Highnam - - N.S. 1		
330	*Horfield* - - N.S.	*41 0 0	1839
330	Horfield, Edmond's Trust, Boys - Ch.S. 8	178 0 0	1860
338	Horsley - Ch. of E. 11	30 0 0	1856
331	Horton - Ch. of E. 11	270 0 0	1860
336	†Huccleocote - - N.S. 1		
334	†Huntley - Ch. of E. 4		
345	Kemerton - - N.S. 3	60 0 0	1846
345	Kemerton, St. Benet's - - R.C. 6	52 10 0	1852
330	Kingsdown, St. Matthew's - N.S. 8	401 5 0	1850
338	†Kings Stanley - N.S. 11		
338	†Kings Stanley - B.S. 1		
333	*Kingswood* - - N.S.	*75 0 0	1835
333	†Kingswood Hill - Wes. 3		
333	†Kingswood Reformatory -		
122	*Lechlade* - - N.S.	*60 0 0	1836
344	†Leckhampton - N.S. 2	54 0 0	1841
	" - "	25 0 0	1856
	" - "	137 10 0	1860
344	†Leckhampton, St. Philips - - N.S. 2		

a Discontinued as a day school

b School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	GLOUCESTERSHIRE—*cont.*		
345	Leigh - - N.S.	162 0 0	1862
337	*Longney* - - N.S.	137 15 1	1863
577	Lydbrook - Ch. of E. 3	77 4 0	1859
333	Maisemore - - N.S. 1	168 0 0	1859
404	*Marston Sicca* - N.S.	113 0 0	1850
334	†Micheldean, Free - N.S.		
338	†Minchinhampton - B.S. 1		
338	†Minchinhampton - Par. 1		
334	†Minsterworth - N.S. 11		
338	Miserden - - N.S.	35 0 0	1842
406	†Moreton-in-the-Marsh Ch. of E. 2		
406	†Moreton-in-the-Marsh B.S.6		
338	*Nailsworth* - - N.S.	250 0 0	1841
338	*Nailsworth* - - B.S. 1	*100 0 0	1838
335	Newent - - N.S. 4	354 0 0	1848
	" - - "	14 0 0	1856
577	Newland - - N.S. 3	77 17 0	1860
334	Newnham - - N.S. 3	*50 0 0	1835
333	†Nympsfield - Ch. of E.		
338	†Oakridge - - Par. 4		
342	Oddington - - N.S. 2	50 0 0	1845
	" - - "	47 0 0	1847
	" - - "	15 1 6	1850
	" - - "	20 0 0	1854
332	Oldbury-on-Severn - N.S. 4	170 8 0	1855
327	Oldland - - N.S. 4	*100 0 0	1838
	" - - "	25 0 0	1846
	" - - "	46 13 4	1850
	" - - "	62 10 0	1855
327	†Oldland Common - B.S. 3		
332	Olveston and Elbarton - - N.S. 4	*75 0 0	1837
332	*Olveston, Infant* - N.S.	130 0 0	1857
338	Painswick and Ryl United - - N.S. 1	393 0 0	1847
	" " - "	87 10 0	1857
	" " - "	22 19 11	1858
338	*Painswick, The Slad, Holy Trinity* - N.S.	*53 0 0	1838
335	†Pauntley - - N.S. 4		
344	Prestbury - - N.S. 2	*50 0 0	1836
	" - - "	75 12 0	1859
331	Puckleehurch - N.S. 5	60 0 0	1845
336	†Quedgeley - - N.S. 4		
338	Randwick - - N.S. 2	163 0 0	1857
577	†Redbrook - Ch. of E.		
342	*Risington, Great* - N.S.	41 0 0	1842
342	Risington, Little - N.S.	50 0 0	1841
338	†Rodborough, King's Court - - B.S.	*70 0 0	1839
336	*Sandhurst* - - N.S.	106 0 0	1848
341	†Sevenhampton - N.S. 5		
339	Shipton Moyne - N.S. 11	60 0 0	1845
330	Shirehampton - N.S. 5	40 0 0	1846
	" - - "	34 0 0	1848
	" - - "	13 8 8	1858
327	*Siston* - - N.S.	*75 0 0	1838
331	Sodbury, Chipping - N.S.	125 0 0	1853
331	*Sodbury, Old* - N.S.	*50 0 0	1840
338	†Stanley, St. Leonard's - - N.S. 11		
348	Stanton - - N.S. 4	204 8 0	1861
343	†Stanway - Ch. of E. 5		
330	Stapleton (Dr. Bell's) N.S. 5	243 15 0	1851
330	†Stoke Bishop, Girls- N.S. 4		
345	*Stoke Orchard* - N.S.	45 0 0	1845
342	Stow-on-the-Wold, Endowed - - N.S. 2	60 0 0	1845
	" " - "	28 0 0	1853
	" " - "	127 0 0	1856
340	Stratton - Ch. of E. 7	202 0 0	1858
338	Stroud - - N.S. 2	*100 0 0	1835
	" - - "	429 0 0	1845
	" - - "	8 0 0	1849
338	Stroud - - B.S. 1	*150 0 0	1840
	" - - "	40 0 0	1857
	" - - "	3 10 0	1858
342	†Swell, Lower - N.S.		
339	Tetbury - - N.S. 2	*145 0 0	1837
	" - - "	182 0 0	1851
	" - - "	14 13 4	1854
345	Tewkesbury - N.S. 9	240 0 0	1843
	" - - "	60 0 0	1853
345	Tewkesbury - B.S. 4	83 12 10	1859
345	†Tewkesbury, Trinity, Infants - - N.S. 9		
332	Thornbury N.S. and Indust 4	*130 0 0	1837
	" - - "	31 7 0	1849
	" - - "	16 15 10	1857
	" - - "	250 5 2	1862
	" - - "	57 4 6	1863
576	Tidenham - - N.S. 3	a60 0 0	1842
345	*Tirley* - - N.S. 5	35 0 0	1842
331	Tormarton - - N.S. 5	50 0 0	1854
	" - - "	21 0 0	1858
332	†Tortworth - - B.S. 4		
576	†Tutshill - - N.S. 3		
336	Twigworth, St. Matthew's - - N.S.	18 0 0	1858
345	Twining - - N.S.	64 0 0	1842
330	Two-Mile Hill, St. Michael's (Parish of St. George) - N.S. 8	36 7 6	1862
338	Uley - - - N.S. 12	184 0 0	1850
335	†Upleadon - - N.S. 4		
336	†Upton, St. Leonard's N.S. 4		
340	Watermoor, Trinity N.S. 7	577 4 0	1856
334	*Westbury-on-Severn* N.S.	80 0 0	1850
330	Westbury-on-Tryn, Girls - - N.S. 4	8 10 0	1853
	" " - "	9 0 0	1854
	" " - "	12 6 8	1855
	" " - "	150 0 0	1857
330	†Westbury-on-Tryn, Infants - - N.S. 4		
330	†Westbury-on-Tryn, (Edmund's Endowed School) - N.S. 4		
331	Westerleigh - N.S. 4	67 0 0	1844
	" - - "	23 19 2	1849
	" - - "	31 13 0	1857
339	†Weston-sub-Edge - N.S.		
338	Whiteshill - - N.S. 2	35 0 0	1845
	" - - "	15 15 0	1849
	" - - "	467 14 0	1860
337	Whitminster, or Wheatenhurst Ch. of E. 5	90 0 0	1851
331	†Wickwar - Ch. of E. 2		
343	†Winchcombe - N.S. 5		
340	*Winstone* - - N.S.	*26 0 0	1839
330	†Winterbourne - N.S. 4		
341	Withington - - N.S. 7	273 0 0	1857
576	*Woolaston* - Ch. of E. 3	197 7 6	1862
333	†Wotton-under-Edge N.S. 12		
333	Wotton-under-Edge B.S. 4	15 0 0	1835

a Repaid in 1844 by Rev. W. H. Cook.

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	HAMPSHIRE.		
331	Yate - - - N.S. 11	105 0 0	1855
118	†Abbott's Ann - N.S. 7		
40	Aldershot - - N.S. 4	387 0 0	1860
113	Alresford - - B.S. 5	19 0 0	1856
113	†Alresford, Old - N.S. 3		
113	Alresford, New - N.S. 3	*80 0 0	1836
113	‡Alresford Royal Patriotic Orphan Church School - - 3		
113	†Alresford (The Grange) - - N.S. 3		
114	Alton - - N.S. 2	200 0 0	1841
	" - - "	81 0 0	1858
	" - - "	8 10 4	1859
114	†Alton, Boys - B.S. 5		
114	†Alton (Messrs. Crowley's), Girls Sch. - 5		
97	Alverstoke - - N.S. 2	174 0 0	1843
	" - - "	52 10 0	1851
	" - - "	53 2 6	1861
97	Alverstoke, New Town, Infants - N.S. 2	200 0 0	1854
	" " - "	64 12 0	1855
118	Andover - - N.S. 7	910 0 0	1860
118	Andover - - B.S. 5	*170 0 0	1834
	- - "	61 15 0	1863
100	†Baddesley, South Ch. of E. 2		
116	†Basingstoke - B.S. 5		
116	†Basingstoke - P.U.		
119	*Baughurst* - - N.S.	50 0 0	1843
	" - - "	25 0 0	1844
104	†Beechwood - - B.S.		
104	†Beechwood - - N.S. 11		
114	Bentley - - N.S. 5	100 0 0	1843
113	†Bighton - - N.S. 3		
114	Binstead - - N.S.	198 17 6	1855
109	Bishopstoke - N.S. 6	68 0 0	1844
	" - - "	40 0 0	1859
106	Bitterne, Boys, Girls, and Infants - N.S. 11	230 0 0	1858
	" - "	184 0 0	1859
111	*Blendworth* - - N.S.	8 18 0	1857
100	Boldre, East - N.S.	72 0 0	1842
106	Botley - - N.S. 3	262 0 0	1856
101	†Bournemouth - N.S. 5		
117	Bourne, St. Mary's - N.S. 7	483 0 0	1862
99	Brading - - N.S. 5	136 0 0	1844
99	*Brading* - - B.S.	291 0 0	1847
104	*Bramshaw, Fritham* Ch. of E. 3	37 10 0	1862
101	*Bransgore* - - N.S.	50 0 0	1854
99	Brixton (Isle of Wight) - - N.S. 10	*80 0 0	1837
	" " " - "	47 7 0	1856
100	*Brockenhurst* " Ch. of E. 5	387 12 0	1863
108	*Broughton* - - N.S.	*20 0 0	1835
108	†Broughton cum Bossington - - N.S. 4		
112	†Buriton - - N.S. 1		
102	*Burley* - - N.S.	45 0 0	1842
102	Burley-Ville, Daily Ch. of E. 5	228 0 0	1855
106	Bursledon - - N.S. 3	*48 0 0	1836
99	Calbourne (Isle of Wight) - - N.S. 10	*60 0 0	1837
	" " - -	45 0 0	1849
	" " - -	10 10 0	1863
113	†Candover (Brown) - N.S. 3		

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	HAMPSHIRE—*cont.*	£ s. d.	
99	Carisbrooke (Isle of Wight) - - N.S. 10	50 0 0	1843
	" " - "	22 1 0	1855
111	*Catherington, Girls* N.S. 5	80 0 0	1852
	Catherington, Boys Ch. of E.	*See* Horndean.	
114	†Chawton - - N.S. 2		
118	Chilbolton - - N.S.	35 0 0	1844
99	†Chillerton - - N.S. 10		
101	†Christ Church - N.S. 5		
101	†Christ Church - P.U.		
115	Church Crookham (or Crookham Crondall) - - N.S. 4	150 0 0	1844
	" " - "	26 13 0	1859
116	†Church Oakley - N.S. 12		
109	*Colden Common* - N.S. 7	97 0 0	1845
112	Colmere and Pryors Dean - - N.S. 1	38 0 0	1843
109	Compton - - N.S.	20 0 0	1841
99	Cowes, East - N.S. 10	*75 0 0	1836
	" " - "	594 0 0	1862
99	*Cowes, West* - - B.S.	*80 0 0	1838
99	Cowes, West - N.S. 10	41 0 0	1856
	" " - "	240 0 0	1861
	" " - "	336 0 0	1862
105	Crabniton Industrial Sch. 9	327 0 0	1858
	" " " - "	270 0 0	1858
	" " " - "	148 0 0	1859
109	Crawley - - Par. 6	26 0 0	1859
115	Crondall, Endowed N.S. 5	*52 0 0	1836
115	†Crondall, Girls - N.S.		
119	*Crux Easton* - N.S.	60 0 0	1849
110	*Curdridge* - - N.S.	*30 0 0	1839
107	Dean, East - - N.S. 6	107 0 0	1857
104	†Dibden - - N.S. 11		
110	†Droxford - - N.S. 4		
116	*Dummer* - - N.S.	20 0 0	1847
110	†Durley - - N.S. 4		
109	†Easton - - N.S.		
104	*Eling (Rumbridge St.)* N.S.	145 0 0	1845
104	Eling, North - N.S. 3	80 0 0	1844
	" " - "	45 0 0	1854
97	Elson - - N.S. 2	158 0 0	1850
	" - - "	76 16 0	1860
115	†Elvetham (Lord Calthorpe's School).		
104	*Emery Down* - N.S.	96 0 0	1859
112	*Empshott* - - N.S.	31 10 0	1854
104	‡Exbury - - N.S.		
98	*Fareham* - - B.S.	a*80 0 0	1836
98	Fareham (Crocker Hill) National and Evening School - - -	61 0 0	1849
98	†Fareham, Funtley Branch - - N.S. 3		
98	*Farcham, Infants* - N.S.	100 0 0	1853
	" " - -	5 18 0	1857
114	†Farringdon (near Alton) - - N.S. 2		
104	‡Fawley - - N.S. 11		
101	Fordingbridge - N.S. 5	*115 0 0	1837
103	†Fordingbridge - B.S. 5		
98	*Fratton* - - N.S.	*62 10 0	1834
106	Freemantle - Ch. of E. 11	740 0 0	1857
99	Freshwater - - N.S. 5	180 0 0	1856
99	†Godshill - - Par. 10		
97	*Gosport, Holy Trinity* Ch. of E. 2	47 10 0	1862

a Extinct.

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	HAMPSHIRE—*cont.*		
97	Gosport, St. Matthew's - - N.S. 2	400 0 0	1845
97	†Gosport (Preparatory School) - N.S.	*a*	
118	*Gratley* - Ch. of E.	40 0 0	1846
110	Hambledon - - N.S. 4	226 0 0	1850
106	*Hamble-le-Rice* - N.S.	53 0 0	1843
	†Hampshire Reformatory.		
119	*Hannington* - N.S.	60 0 0	1845
116	†Hartley Wespall Ch. of E. 12		
115	*Hartley Wintney, Infant* - - N.S.	70 0 0	1846
115	Hartley Wintney - Par. 4	5 16 4	1858
95	*Havant* - - B.S.	*75 0 0	1835
95	Havant and Bedhampton - - N.S. 7	50 0 0	1847
	" " " "	9 0 0	1852
	" " " "	2 15 0	1854
	" " " "	36 9 6	1858
112	†Hawkley - Ch. of E.		
41	*Hawley* - - N.S.	*50 0 0	1835
95	†Hayling - Ch. of E. 7		
41	*Headley* - - N.S.	*42 0 0	1839
41	Headley Endowed School - - 1	22 0 0	1859
99	*Helens, St.* - - N.S.	333 18 0	1861
101	*Holdenhurst* - N.S.	45 0 0	1845
98	Hook Common - N.S. 4	70 0 0	1843
	" " - "	14 0 0	1847
	" " - "	51 3 8	1859
100	Hordle - - N.S. 2	348 18 3	1861
111	Horndean, Boys Ch. of E. 1	271 0 0	1861
109	†Hursley - - Par. 6		
117	†Hurstbourne Priors (Earl of Portsmouth's School) - 7		
118	*Hurstbourne Tarrant* - - N.S.	150 0 0	1847
103	†Hyde (Fordingbridge) - - N.S. 9		
109	Hyde, St. Bartholomew's - - N.S. 6	70 0 0	1847
	" " - "	18 0 0	1849
	" " - "	50 0 0	1855
	" " - "	3 8 6	1856
119	‡Kingsclere, Girls - N.S. 7		
119	Kingsclere, Boys, Free - Ch. of E. 7	279 4 0	1861
119	*Kingsclere, Woodlands* - Ch. of E.	117 13 6	1863
41	Kingsley - - N.S.	50 0 0	1852
	" - - "	23 0 0	1854
96	Kingston Cross, School of Industry N.S.	*62 10 0	1834
109	Kingsworthy - N.S. 0	294 0 0	1859
117	†Laverstoke - Ch. of E. 7		
104	*Longdown* - - N.S.	170 0 0	1860
108	†Longstock - - N.S.		
100	Lymington - - N.S. 2	*150 0 0	1836
100	†Lymington - - B.S. 5		
104	Lyndhurst - - N.S. 2	204 0 0	1850
	" - - "	61 6 0	1858
112	Lyss " - - N.S. 1	*30 0 0	1841
116	*Mapledurwell* - N.S.	42 10 0	1863
109	Martyr-Worthy - N.S. 6	170 0 0	1860
114	Medsted - - N.S. 2	54 0 0	1848
112	Meon, East - - N.S. 1	184 0 0	1845
	" " - - "	35 0 0	1856
	" " - - "	4 8 9	1859
110	Meon, West - - N.S. 1	229 10 0	1853
110	Meonstoke - - N.S. 4	45 0 0	1842
100	Milford - - N.S. 2	37 10 0	1842
	" - - "	15 5 0	1863
106	†Millbrook - Ch. of E. 11		
100	*Milton* - - N.S.	*50 0 0	1837
	" - - "	41 16 0	1851
101	†Moordown - - N.S. 5		
106	Netley, St. Matthew's - - N.S. 11	124 0 0	1856
99	Newport - - N.S. 10	47 5 6	1859
99	*Newport* - - B.S.	*100 0 0	1837
	" - - -	100 0 0	1846
114	†Newton Valence, Infant - - N.S.		
110	Newtown Soberton Ch. of E. 4	19 16 5	1857
99	†Niton (I. of Wight) N.S.		
105	Northam, Christ Church - - N.S. 9	800 0 0	1859
99	†Northwood - - N.S. 10		
99	Oakfield, St. John's N.S. 10	90 0 0	1846
	" " - "	14 15 0	1849
	" " - "	42 10 0	1852
	" " - "	240 0 0	1856
115	Odiham - - N.S. 4	*120 0 0	1840
	" - - "	7 14 0	1852
	" - - "	32 0 0	1853
	" - - "	6 6 8	1857
117	Overton - - N.S. 7	*77 0 0	1839
	" - - "	306 0 0	1849
109	*Owslebury* - - N.S.	34 0 0	1841
112	Petersfield - - N.S. 1	*126 0 0	1837
	" - - "	687 0 0	1855
	" - - "	160 0 0	1859
112	†Petersfield - - B.S. 5		
101	†Pokesdown - - N.S. 5		
98	†Porchester - - N.S.		
96	‡Portsea - - R.C.		
96	Portsea, Beneficial Society's School - - 7	*140 0 0	1837
96	†Portsea Island - P.U.		
96	Portsea, All Saints' N.S. 7	130 0 0	1847
	" " - "	30 0 0	1851
	" " - "	107 10 0	1853
	" " - "	45 0 0	1855
96	*Portsea, Free* - N.S.	503 0 0	1856
96	†Portsea, St. John's, Infants - - N.S. 7		
96	Portsea Town, St. John's and Trinity N.S. 7	470 0 0	1847
	" " "	13 6 8	1850
96	Portsmouth - N.S. 9	100 0 0	1846
96	*Portsmouth, Royal Victoria Infant School (Bath Square Point)* - B.S.	100 0 0	1845
	" " "	23 0 0	1849
106	†Redbridge, Girls Ch. of E. 11		
95	*Redhill, St. John's* - N.S.	108 0 0	1847
102	Ringwood - - N.S. 5	360 0 0	1849
	" - - "	125 0 0	1851
107	Romsey, Boys and Girls - - B.S. 5	218 0 0	1848
	" " - "	86 0 0	1854
	" " - "	139 10 0	1863
107	Romsey - - N.S. 6	50 17 6	1854
	" - - "	39 8 0	1857
	" - - "	5 10 0	1858

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	HAMPSHIRE—*cont.*		
109	†Rownhams - - N.S. 11		
104	Rumbridge. *See* Eling.		
99	Ryde - - N.S. 10	8 13 4	1850
	" - - "	923 0 0	1857
99	*Ryde* - - B.S.	207 0 0	1841
99	†Ryde, Trinity - N.S. 10		
99	Sandown - - N.S. 5	590 0 0	1857
98	Sarisbury, St. Paul's N.S. 3	62 0 0	1847
114	Selborne - - N.S.	73 0 0	1844
99	Shalfleet - Ch. of E. 5	117 0 0	1851
116	†Sherborne, St. John's - Ch. of E. 12		
107	*Sherfield, English* - N.S.	60 0 0	1847
110	*Shidfield* - - N.S.	114 0 0	1862
106	†Shirley - - N.S. 11		
106	†Sholing Common - N.S. 11		
108	Somborne, King's - N.S. 7	160 0 0	1842
	" " - "	74 0 0	1846
	" " - "	247 9 8	1857
105	*Southampton* - B.S. 5	*65 0 0	1835
	" - - "	*150 0 0	1839
105	†Southampton - Wes.		
105	Southampton, All Saints' - - N.S. 9	565 0 0	1850
105	Southampton, St. Paul's (Bedford Place) - - N.S.	*100 0 0	1836
105	*Southampton (Charlotte Place)* - N.S.	300 0 0	1856
105	Southampton Holy Rhood - - N.S. 9	206 0 0	1862
105	Southampton, Holy Trinity Dist. - N.S. 9	700 0 0	1855
	" " - "	48 10 0	1857
105	†Southampton, Incorporation of the Poor - - P.U.		
105	*Southampton, Ragged School, St. George's Place (Houndwell)* -	263 15 0	1855
105	†Southampton, St. James - - N.S. 9		
105	† Southampton, St. Luke's, New Town District - - N.S 9		
105	Southampton, St. Mary's, Grove Street - - N.S. 9	180 0 0	1841
	" " - "	100 0 0	1844
	" " - "	60 0 0	1854
	" " - "	60 0 0	1856
	" " - "	159 0 0	1859
105	*Southampton, St. Mary's, Extra, Pear Tree Green* N.S.	175 0 0	1850
	" "	136 0 0	1857
105	*Southampton, St. Michael's* - - N.S.	371 5 0	1853
105	†Southampton, St. Paul's - - N.S. 9		
105	†Southampton, St. Peter's - Ch. S. 9		
96	Southsea, St. Jude's N.S. 7	390 0 0	1852
96	Southsea, St. Paul's N.S. 7	316 10 0	1850
	" - "	50 0 0	1852
109	Sparsholt - - N.S. 6	32 0 0	1851
112	*Steep* - - N.S.	45 0 0	1844
108	†Stockbridge, Day and Evening - N.S. 7		
	HAMPSHIRE—*cont.*		
106	Stoneham, South, Portswood and Highfield - N.S. 11	156 0 0	1849
	" " - "	112 13 8	1858
113	Sutton (Bishop) - N.S.	204 6 0	1859
41	*Sutton Long* - N.S.	66 0 0	1849
110	†Swanmore - - N.S. 4		
100	Sway - - N.S.	50 0 0	1844
107	*Timsbury* - - N.S.	53 0 0	1848
114	†Tisted, East - N.S. 2		
113	Titchborne - - N.S. 3	45 0 0	1844
98	†Titchfield - - N.S. 3		
105	Totton - - B.S. 5	*50 0 0	1834
109	Twyford - - N.S. 6	45 0 0	1843
	" - - "	21 0 0	1855
	" - - "	364 0 0	1861
108	†Tytherley, East, Endowed - Ch. of E. 7		
108	†Tytherley, West - N.S. 7		
110	Upham - - N.S.	47 0 0	1848
99	Ventnor - - N.S. 5	939 12 0	1860
108	Wallop, Nether - N.S. 7	*46 0 0	1839
108	†Wallop, Over Ch. of E. 7		
110	†Waltham, Bishop's N.S. 4		
116	Waltham, North - N.S. 12	35 0 0	1853
95	Warblington and Emsworth - N.S. 7	*126 0 0	1839
	" " - "	79 0 0	1853
	" " - "	17 0 0	1855
95	*Warblington and Emsworth, Infants* N.S.	95 0 0	1846
110	†Warnford Park - N.S. 1		
107	†Wellow - - N.S.	*a*	
106	Westend, St. James' N.S. 11	*72 0 0	1839
118	Weyhill - Ch. of E. 7	102 5 0	1856
99	Whippingham - N.S. 10	106 0 0	1851
117	Whitchurch - N.S. 7	256 0 0	1846
	" - - "	26 0 0	1855
117	†Whitchurch - Wes.		
98	†Wickham - - N.S. 3		
99	†Wight, Isle of - P.U.		
109	†Winchester, Central N.S. 6		
109	Winchester, St. John's - - N.S. 6	376 0 0	1857
109	Winchester, St. Michael's, Practising - - N.S. 6	90 0 0	1850
	" " - "	19 0 0	1856
	" " - "	113 19 8	1857
	" " - "	221 0 0	1858
109	Winchester, St. Peter's (Cheesehill) - N.S. 6	70 0 0	1842
	" - - "	55 0 0	1845
109	Winchester, St. Thomas' - - N.S. 6	113 0 0	1848
	" - - "	62 0 0	1850
	" - - "	25 0 0	1854
109	Winchester, Trinity (late St. Maurice's) N.S. 6	145 0 0	1845
	" " - "	84 0 0	1849
	" " - "	43 6 6	1859
	" " - "	31 10 0	1859
115	*Winchfield* - Ch. of E. 4	122 15 0	1862
109	†Wonston - - Par. 6		
119	Woodhay, East - N.S. 7	*50 0 0	1837
	" - - "	46 0 0	1857
119	Woolton Hill - N.S. 7	80 0 0	1856
116	†Worting - - N.S. 12		

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	HAMPSHIRE—*cont.*		
93	Wymering and Widley - - - N.S. 3	130 0 0	1849
99	Yarmouth (Isle of Wight) - - N.S. 5	438 0 0	1855
	HEREFORDSHIRE.		
349	Almeley - - N.S. 3	5 0 0	1850
346	Ashperton and Canon Frome - - N.S. 3	188 0 0	1855
347	†Ballingham - - N.S.		
348	†Belmont, St. Michael's - - R.C. 7		
348	†Birch, Little - Ch. of E. 2		
347	†Bishopswood - N.S. 5		
346	†Bosbury, Boys - N.S. 5		
346	Bosbury, Girls - N.S. 5	118 10 0	1849
347	*Brampton-Abbots* Ch. of E.	100 0 0	1858
604	†Brampton Brian - N.S. 4		
347	Bridstow - - - N.S. 5	90 0 0	1849
385	*Brimfield* - - N.S.	263 10 0	1852
350	Bromyard, Infants - N.S.	28 6 8	1850
350	*Bromyard, Mixed* - N.S. 5	254 0 0	1862
350	†Bromyard - - B.S. 6		
347	*Caple, King's* - N.S.	35 0 0	1843
348	†Clehonger - - Ch. of E. 6		
602	*Clifford, Endowed* N.S.	*50 0 0	1837
	" " - -	20 15 4	1862
350	Cowarne, Much, Central - - N.S. 5	370 0 0	1859
350	Cradley - - N.S. 5	238 0 0	1856
	" - -	47 15 0	1860
351	†Croft and Yarpole - N.S.		
348	†Dewchurch, Much - N.S. 2		
349	Dilwyn - - N.S. 5	115 0 0	1846
	" - -	22 0 0	1856
348	*Dynedor* - - N.S.	*35 0 0	1849
603	Eardisley - - N.S. 3	256 0 0	1857
346	†Eastnor - - Par. 2		
348	Eaton-Bishop - N.S. 2	40 0 0	1844
	" - -	70 0 0	1852
348	*Evenjas-Harold* - N.S.	56 0 0	1846
350	Frome, Bishop - N.S. 4	80 0 0	1844
	" " - "	25 0 0	1849
	" - - "	65 0 0	1863
347	Goodrich - - N.S. 5	311 14 0	1854
	" - - "	62 0 0	1857
346	Hallield. *See* Gloucestershire.		
347	†Hentland and Hoarwithy - - Par. 5		
348	Hereford, Blue Coat School - - 6	87 0 0	1857
348	Hereford, St. Martin's - - N.S. 6	438 0 0	1858
348	†Hereford, St. Nicholas - - N.S. 6		
348	Hereford, St. Peter's N.S.	*290 0 0	1839
	" " - "	58 0 0	1842
348	Hereford, Scudamore's Charity - - N.S. 6	510 0 0	1854
	" " - "	16 0 0	1855
348	*Holmer* - " - N.S.	208 0 0	1860
351	Hope, Upper Hill - N.S. 10	225 16 1	1855
351	*Ivington, St. John's* N.S. 6	80 5 0	1850
348	*Kenchurch, Endowed* N.S.	45 0 0	1847
351	*Kingsland* - - N.S.	75 0 0	1847
348	Kingston and Thruxton - - - N.S. 3	90 0 0	1846
361	Kington - - - N.S. 4	*150 0 0	1838
349	Kinnersley - Ch. of E. 7	88 0 0	1861
346	Ledbury - - N.S. 6	117 10 0	1851
352	Leintwardine, Endowed - - N.S. 4	250 0 0	1848
	" " - "	11 4 4	1851
	" " - "	52 0 0	1855
351	†Leominster, Boys - B.S. 6		
351	†Leominster, Girls - B.S. 6		
351	Leominster - - N.S. 3	906 0 0	1858
347	*Llangarren* - - Ch. of E.	147 0 6	1859
347	Llanwarne - - Ch. of E.	183 0 0	1856
348	†Lugwardine - Ch. of E. 5		
348	Madley - - N.S. 3	202 5 0	1853
349	Mansel-Lacey - - N.S.	172 5 0	1853
346	Marcle (Much) - N.S. 5	237 0 0	1853
351	*Monkland* - - N.S.	108 0 0	1854
348	†Mordiford - Ch. of E. 3		
348	Orcop - - N.S.	288 0 0	1858
351	Orleton - - N.S. 2	312 0 0	1855
385	*Rochford* - - N.S.	89 0 0	1859
347	Ross and Archenfield (Royal Victoria) - B.S. 4	*100 0 0	1837
	" " - "	*100 0 0	1837
	" " - "	230 0 0	1840
	" " - "	100 0 0	1844
	" - "	18 10 0	1855
351	*Stoke Prior* - - N.S.	33 10 0	1849
	" " - "	16 15 0	1850
348	Stretton Sugwas - N.S. 2	230 18 0	1859
347	†Upton Bishop - N.S. 2		
349	*Weobley* - - N.S. 5	179 0 0	1856
	" - - "	90 0 0	1857
347	*Weonard's, Saint* - N.S.	82 0 0	1847
350	*Whitbourne* - Ch. of E.	164 0 0	1856
577	Whitchurch - - N.S. 5	318 0 0	1858
602	*Whitney* - - N.S.	42 0 0	1846
352	Wigmore - - N.S. 4	185 0 0	1861
348	†Wormbridge - N.S. 2		
	HERTFORDSHIRE.		
144	Alban's, St. - - N.S.	*50 0 0	1836
	" - - "	79 0 0	1848
144	†Alban's, St., Ch. Ch. (Cross Street), Infants' School - 2		
144	†Alban's, St. - - B.S. 2		
144	†Alban's, St., St. Michael's, Infants - N.S. 2		
144	Alban's, St., St. Peter's - - Ch. of E. 2	100 0 0	1851
	" " - "	68 0 0	1859
139	†Albury - " - Ch. of E. 3		
138	Amwell, Great - N.S. 7	24 13 4	1838
140	*Anstey* - - N.S. 1	111 4 0	1854
140	*Ardeley* - - N.S. 4	*40 0 0	1837
	" - - "	30 0 0	1846
	" - - "	169 0 0	1858
140	†Ashwell (New) - N.S. 3		
140	Aspeden, Endowed - N.S. 6	61 15 11	1849
141	Baldock - - N.S.	*200 0 0	1834
141	*Baldock* - - B.S. 3	*60 0 0	1839
	" - - "	46 0 0	1858
136	†Barham Wood - B.S.		
140	†Barley - - N.S. 4		
136	*Barnet, Chipping* - N.S.		
142	Bayford - - N.S. 6	60 0 0	1846
142	Bengeo - - N.S. 7	45 0 0	1857
	" - - "	112 10 0	1859
	" - - "	50 0 0	1856
	" - - "	334 4 0	1860

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	HERTFORDSHIRE—*cont.*				
142	*Bennington* - - N.S.	45	0	0	1843
147	Berkhampstead, Great, and North Church Day and Evening School - - - 2.	*100	0	0	1838
	" " "	140	0	0	1859
147	*Berkhampstead, Great* " - - B.S.	*130	0	0	1834
146	Boxmoor - - N.S. 2	75	0	0	1842
	" - - "	13	2	9	1861
142	†Bramfield - - N.S. 3				
141	Breachwood Green N.S. 3	195	0	0	1860
138	†Broxbourne Bury Ch. of E.				
138	†Broxbourne, Free - N.S. 3				
140	Buckland - - N.S.	80	0	0	1848
140	Buntingford - N.S.	100	0	0	1845
	" - "	2	18	4	1849
	" - "	17	10	0	1856
143	*Burnham Green* - N.S.	50	0	0	1843
145	Bushey - - B.S.	125	0	0	1846
	" - "	47	14	0	1848
137	Cheshunt - - B.S. 3	264	0	0	1858
137	†Cheshunt, Vicarage, Girls - - N.S. 3				
137	†Cheshunt, Vicarage, Infants - - N.S. 3				
137	†Cheshunt (Dewhurst's) Charity S. - 3				
146	*Chipperfield* - N.S.	50	10	0	1843
141	Clothall - Ch. of E. 3	163	0	0	1860
141	Codicote - - N.S. 10	850	0	0	1858
136	†Colney, St. Peter's - N.S. 10				
143	†Cromer Hyde - N.S.				
142	†Datchworth - N.S. 10				
146	†Flamstead - - N.S. 4				
146	Frogmoor End Ch. of E. 2	539	14	0	1857
146	*Gaddesdon, Great* - N.S.	181	16	0	1857
139	†Hadham, Much - N.S. 4				
139	†Hadham, Little - N.S. 4				
139	*Hadham, Little* - B.S.	*10	0	0	1836
144	† Harpenden - N.S. 4				
144	Harpenden, Boys and Girls - - B.S. 3	105	0	0	1851
	" " "	11	1	6	1861
144	†Harpenden, Infants B.S. 3				
143	†Hatfield (Bishop's) N.S. 10				
146	Hemel Hempstead, Boys and Girls Ch. of E. 2	843	10	0	1856
146	Hemel Hempstead, Royal - - B.S. 2	*150	0	0	1834
146	†Hemel Hempstead, Infants - Ch. of E. 2				
142	Hertford, Abel Smith's Memorial - - N.S. 7	512	0	0	1861
142	*Hertford, All Saints, Girls, Industrial* N.S.	40	0	0	1851
142	Hertford, All Saints', Infants - - N.S. 6	48	10	0	1852
142	Hertford (Cowper's Testimonial) Ch. of E. 7	84	0	0	1860
142	†Hertford, Green Coat, Endowed - - N.S. 6				
142	Hertford Heath - N.S. 4	*75	0	0	1838
	" - "	41	12	0	1859
142	†Hertford, St. Andrew's " N.S. 4				
142	†Hertingfordbury Ch. of E. 10				
138	†High-Cross - - N.S. 7				
139	†High Wych - - N.S. 4				
141	Hitchin - - B.S. 5	*175	0	0	1838
	" - "	200	0	0	1854
141	Hitchin, Girls and Infants - - B.S. 5	1,055	0	0	1859
141	*Hitchin, St. Andrew's* N.S.	300	0	0	1854
141	Hitchin, St. Mary's N.S. 4	1,540	0	0	1855
138	Hoddesdon - - N.S. 3	125	0	0	1844
	" - "	55	0	0	1845
138	Hoddesdon, Easter Jones' Charity Ch. of E.	270	0	0	1858
138	†Hoddesdon - - B.S. 3				
138	†Hoddesdon, Girls and Infants - B.S. 3				
140	*Hormead, Great* - N.S.	100	0	0	1845
138	†Hunsdon - Ch. of E. 3				
141	Ickleford - - N.S. 4	*50	0	0	1839
	" - "	201	0	0	1849
141	Ippolyts, Saint - N.S. 4	106	0	0	1847
	" " - "	14	15	0	1854
	" " - "	17	0	0	1855
140	†Kelshall - Ch. of E. 3				
184	Kensworth - - N.S. 5	150	0	0	1853
141	Kimpton - - Par. 4	540	0	0	1856
145	Langley, Abbott's - N.S. 2	60	0	0	1845
	" " - "	50	0	0	1848
	" " - "	10	0	0	1849
	" " - "	246	0	0	1854
	" " - "	14	0	0	1855
	" " - "	88	18	0	1861
146	Langley, King's - N.S. 2	*66	0	0	1838
	" " - "	127	0	0	1858
145	Leavesden - - N.S. 2	44	0	0	1843
146	†Leverstock Green - N.S. 2				
143	†Mimms, North - N.S. 10				
138	Munden, Great - N.S.	60	0	0	1846
	" " - "	15	0	0	1847
143	Northaw - - N.S. 10	124	0	0	1851
147	†Northchurch, Infts. N.S. 2				
139	*Pelham, Great* - N.S.	50	0	0	1846
139	Pelham, Furneux - N.S. 3	50	0	0	1843
	" " - "	15	0	0	1855
	" " - "	10	0	0	1863
141	Pirton - - N.S.	74	0	0	1841
	" - - "	15	13	10	1854
	" - - "	39	10	0	1858
147	†Potten End - - N.S. 1				
144	Redbourn - - N.S. 2	199	0	0	1858
145	Rickmansworth - N.S. 10	238	0	0	1850
140	Royston - - N.S. 4	27	0	0	1855
	" - - "	67	10	0	1863
140	Royston - - B.S. 3	75	0	0	1840
140	Sandon - - N.S. 3	*40	0	0	1837
	" - - "	30	0	0	1846
	" - - "	38	15	0	1859
	" - - "	17	10	0	1860
145	Sarratt - - N.S. 10	171	0	0	1862
139	†Sawbridgeworth - N.S. 3				
136	Shenley - - N.S. 10	52	0	0	1842
	" - - "	7	0	0	1843
	" - - "	70	0	0	1854
	" - - "	223	0	0	1860
138	†Stanstead Abbots' Ch. of E. 6				
141	*Stevenage* - - N.S.	*92	0	0	1834
	" - - "	46	6	0	1851
	" - - "	41	0	0	1851
141	†St. Stephens and Frogmore - - N.S. 2				

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	HERTFORDSHIRE—*cont.*			
139	Stortford, Bishop's, Practising School		433 0 0	1859
139	†Stortford, Bishop's	N.S.		
139	†Stortford, Bishop's, New Town	N.S.		
139	Stortford, Bishop's	B.S. 3	150 0 0	1840
	" "	"	100 0 0	1847
	" "	"	44 0 0	1856
	" "	"	23 13 9	1860
140	Therfield	N.S. 3	128 0 0	1856
147	Tring	N.S. 1	182 0 0	1843
138	†Wadesmill, Infants	N.S. 6		
141	†Walden, St. Paul's	Ch. of E.		
142	Walkern	N.S. 4	13 0 0	1857
138	*Ware*	N.S.	490 0 0	1844
138	*Ware*	B.S.	*75 0 0	1839
138	†Ware, Ch. Ch.	N.S. 6		
145	Watford	N.S. 2	*60 0 0	1838
	"	"	130 0 0	1842
145	*Watford Heath*	Ch. of E.	82 0 0	1855
142	†Watton	N.S. 3		
148	Welwyn	N.S. 4	957 0 0	1859
140	†Westmill	N.S. 6		
141	†Weston	N.S. 5		
144	Wheathamstead, St. Alban's	N.S. 10	282 11 3	1863
141	Willian	N.S. 5	25 0 0	1842
	"	"	20 0 0	1844
	"	"	20 0 0	1848
147	Wilstone	N.S. 5	100 0 0	1847
143	Woodhill	N.S. 10	350 0 0	1858
141	*Wymondley, Great*	N.S.	60 0 0	1848
	HUNTINGDONSHIRE.			
178	Abbotsley	N.S. 3	42 0 0	1845
176	*Alconbury*	N.S.	75 0 0	1842
175	†Alwalton (Earl Fitzwilliam's)	N.S. 5		
177	*Bluntisham*	N.S.	15 0 0	1850
	"	"	32 0 0	1856
176	†Brampton	Ch. of E. 4		
177	*Broughton*	N.S.	60 0 0	1844
173	Bythorn	N.S. 4	204 0 0	1860
178	*Catworth, Great*	N.S.	42 0 0	1845
177	Earith	B.S. 3	100 0 0	1840
175	Farcet	N.S. 3	60 0 0	1848
	"	"	76 4 6	1862
177	Fen-Stanton, New	N.S. 3	144 0 0	1847
177	†Fen-Stanton	B.S.	*a*	
175	*Fletton, New*	B.S.	364 16 0	1850
176	†Godmanchester, Girls	N.S. 6		
176	†Hamerton	Ch. of E. 3		
177	†Hemingford Green	N.S. 3		
177	†Hemingford Grey	N.S.		
175	†Holme	Ch. of E. 4		
176	Huntingdon, Boys	N.S 3	32 0 0	1855
176	Huntingdon, St. Mary's, Girls and Infants	N.S. 6	83 0 0	1855
176	†Huntingdon, Walden's Charity	N.S. 6		
177	Ives, Saint	N.S. 5	250 0 0	1845
	"	"	80 0 0	1846
	"	"	18 0 0	1851
	"	"	40 0 0	1853
177	†Ives, Saint	B.S. 3		

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	HUNTINGDONSHIRE—*cont.*			
178	†Kimbolton	N.S. 7		
178	Neots, Saint, Boys' Free Charity	N.S.	44 0 0	1855
	" "	"	206 12 0	1860
178	Neots, Saint, Free Charity, Girls and Infants	N.S. 6	146 0 0	1842
	" "	"	20 4 4	1857
178	†Neots, Saint	B.S.		
178	Neots, Saint	Wes. 3	684 0 0	1859
178	*Offord-Cluney*	N.S.	48 0 0	1847
	"	"	23 10 0	1850
	"	"	18 0 0	1856
175	Orton Longville	Ch. of E. 3	172 16 6	1854
175	*Orton Waterville*	N.S.	63 0 0	1850
176	†Ramsey, St. Mary's	Ch. of E. 4		
176	†Ramsey	Wes. 4		
176	*Ripton, King's*	N.S.	40 0 0	1845
176	*Sawtrey*	N.S.	57 0 0	1841
	"	"	35 0 0	1844
176	†Sawtrey	Wes.		
176	*Spaldwick*	N.S.	60 0 0	1847
175	Stanground	N.S. 3	65 0 0	1846
176	†Steeple Gidding	N.S. 4		
175	Stilton	N.S. 4	75 0 0	1846
	"	"	70 0 0	1859
176	*Stukeley, Great*	N.S.	45 0 0	1845
174	*Thurning*	N.S.	26 10 0	1843
177	†Warboys	N.S. 3		
173	Weston, Old	N.S. 4	50 0 0	1844
173	*Wistow*	N.S.	50 0 0	1842
177	Woodhurst	N.S.	42 0 0	1843
	"	"	40 0 0	1845
	"	"	12 0 0	1846
	"	"	8 0 0	1858
177	†Woodhurst	B.S. 4		
176	*Wood-Walton*	Ch. of E.	126 0 0	1861
175	*Yaxley, Endowed*	Ch. of E.	128 0 0	1849
185	†Yelling	N.S.		
	KENT.			
61	Appledore and Ebony	N.S. 4	120 0 0	1848
	" "	"	21 19 0	1856
	" "	"	5 0 0	1859
62	Ashford, Boys, Girls, and Infants	N.S. 4	206 0 0	1848
	" "	"	30 0 0	1851
	" "	"	47 0 0	1855
	" "	"	42 4 0	1856
	" "	"	11 0 0	1856
	" "	"	17 10 0	1857
	" "	"	109 0 0	1858
	" "	"	163 13 0	1863
62	Ashford	B.S. 7	586 0 0	1862
62	†Ashford, South-Eastern Railway Co.'s	N.S. 6		
55	Aylesford, Educational Society's	N.S. 2	5 18 8	1857
55	†Aylesford, Preston Hall, Infants	Ch. of E.		
68	Bapchild and Tonge	N.S. 5	137 12 6	1854
64	Barham	N.S. 5	486 0 0	1858
57	†Basinghall, Infant	N.S. 6		
58	*Barming*	N.S. 3	50 0 0	1842
	"	"	265 0 0	1856

a Merged into Fen-Stanton, N.S.

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	KENT—*cont.*		
53	Bearstead - - N.S. 4	125 0 0	1848
49	Beckenham - - N.S. 11	400 0 0	1853
60	Benenden, Industrial - Ch. of E. 4	303 0 0	1861
62	Bethersden - N.S. 4	175 0 0	1851
	" - - "	7 1 4	1854
50	Bexley - - N.S. 11	*160 0 0	1837
	" - - "	70 0 0	1845
57	*Bidborough* - - N.S.	178 0 0	1855
61	*Biddenden* - - N.S. 4	162 0 0	1849
70	Birchington - - N.S. 4	129 5 0	1819
36	†Blackheath, All Saints, Girls - N.S. 9		
36	†Blackheath, All Saints', Infants - N.S. 9		
36	†Blackheath Park - N.S. 9		
35	†Blackheath, St. John's - Ch. of E.		
68	Borden - - N.S. 5	182 0 0	1849
	" - - "	18 10 0	1859
67	*Boughton-under-Blean* - - N.S.	100 0 0	1852
	" - - "	150 0 0	1853
59	Boughton Malherbe N.S.	100 0 0	1847
58	Boughton Monchelsea - - N.S.	114 0 0	1851
59	Boxley - - N.S. 4	121 0 0	1846
63	Brabourne - - N.S.	102 0 0	1846
56	Brasted - - N.S. 12	370 0 0	1860
57	Brenchley - - N.S. 3	116 10 0	1842
	" - - "	120 0 0	1860
74	Brenzett - - N.S. 4	100 0 0	1852
70	Broadstairs - - N.S. 4	*145 0 0	1837
49	Bromley - - N.S. 11	1,100 0 0	1855
49	Bromley Common - N.S. 11	202 0 0	1847
54	Brompton - - N.S. 1	303 15 0	1851
	" - - "	120 0 0	1856
	" - - "	22 10 0	1859
54	†Brompton, New Ch. of E.		
54	†Brompton, St. Michael's - R.C. 5		
72	*Buckland* (*Dover*) - N.S.	*a*51 0 0	1842
	" - - "	*a*27 0 0	1844
72	Buckland (Dover) - N.S. 7	510 0 0	1859
65	*Canterbury* - - B.S.	173 10 0	1841
	" - - "	120 0 0	1846
65	Canterbury (Broad Street), Model - N.S. 6	729 0 0	1843
65	Canterbury, St. Dunstan's - N.S.	*See* Dunstan's, St.	
65	Canterbury, Saint George the Martyr's and Saint Mary Magdalene's - - N.S. 6	100 0 0	1854
	" " - - "	65 0 0	1862
65	Canterbury, St. Martin's and St. Paul's - - N.S. 6	80 0 0	1845
62	Canterbury, St. Mildred's - - N.S. 6	400 0 0	1855
62	†Charing - - N.S. 4		
72	Charlton by Dover - N.S. 7	25 6 6	1861
36	Charlton, St. Luke's, near Woolwich - N.S. 9	609 8 0	1862
62	Chart, Great - N.S.	72 0 0	1846
54	Chatham - - Par. 1	740 0 0	1861
54	†Chatham, James Street - - N.S. *b*		

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	KENT—*cont.*		
54	†Chatham, St. Aloysius' - - R.C. 5		
54	Chatham, St. John's, Boys and Girls - N.S. 1	390 0 0	1859
54	*Chatham, St. John's, Infants* - - N.S.	249 0 0	1863
54	Chatham, St. Paul's N.S. 1	733 0 0	1857
73	*Cheriton and Newington* - - N.S.	125 0 0	1848
	" " - "	40 0 *0	1849
56	Chiddingstone - N.S. 8	98 0 0	1841
63	Chilham - - N.S. 4	236 0 0	1863
49	†Chiselhurst - - N.S. 11		
52	Cliffe - - N.S. 2	200 0 0	1854
60	Cranbrook - - N.S. 3	183 0 0	1844
	" - - "	17 0 0	1846
	" - - "	56 0 0	1859
	" - - "	160 0 0	1862
60	*Cranbrook, Milkhouse Street* (*Holy Trinity District*), *Sunday and Inft.* N.S.	76 0 0	1841
	" - "	20 0 0	1847
49	*Cray* (*Paul's*) " - N.S.	*30 0 0	1839
50	Crayford - - N.S. 11	285 0 0	1858
50	Crockenhill - - N.S. 12	229 10 0	1857
56	†Crockham - Ch. of E.		
49	Cudham - - N.S.	101 3 0	1852
52	Cuxton - - N.S.	92 0 0	1850
	" - - "	9 6 8	1855
	" - - "	29 0 0	1857
50	†Dartford - - N.S. 11		
50	†Dartford, Boys - Wes. 4		
50	†Dartford Waterside, Girls - - Wes. 4		
71	Deal - - - Par. 7	422 16 8	1853
71	Deal - - - Wes. 4	673 4 0	1861
71	†Deal, St. George's District - - N.S. 7		
71	†Deal, Infant - N.S. *c*		
35	*Deptford* - - N.S.	20 0 0	1844
35	†Deptford - - R.C.		
35	Deptford, St. John's N.S. 10	1,002 0 0	1856
	" " - "	522 14 0	1863
	" " - "	75 0 0	1857
35	Deptford, New Street B.S. 1	110 0 0	1841
35	*Deptford, St. Nicholas'* - - N.S.	*50 0 0	1835
59	Detling - - N.S. 4	163 4 0	1856
55	†Ditton - Ch. of E. 3		
72	Dover - - B.S. 7	*437 0 0	1835
	" - - "	32 0 0	1854
	" - - "	15 15 0	1857
	" - - "	7 0 0	1858
72	†Dover, East Cliff - N.S.		
72	†Dover, St. James', Inft. and Evening N.S. 7		
72	Dover, Holy Trinity N.S. 7	148 0 0	1847
	" " - "	42 15 5	1853
72	†Dover, Home for Young Women.		
49	†Downe - - N.S.		
67	Dunkirk - - N.S. 5	116 13 4	1862
65	Dunstan's, Saint (near Canterbury) N.S. 6	177 0 0	1857
	" " - "	170 0 0	1861
74	†Dymchurch - N.S. 4		
71	Eastry - - N.S. 6	333 0 0	1860
69	†Eastchurch District N.S. 5		

a School sold for burial purposes, and a new one built on another site. *b* School no longer exists.
c Now amalgamated with Deal St. George's District N.S.

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	KENT—*cont.*	£ s. d.	
56	Edenbridge - - N.S. 12	200 0 0	1854
56	†Edenbridge - - B.S. 7		
62	Egerton, St. James' N.S. 4	125 0 0	1846
	" " - "	9 12 0	1857
73	Elham - - N.S. 5	60 0 0	1845
73	†Elham - - B.S. 8		
36	Eltham - - N.S. 10	40 0 0	1841
	" - - "	136 15 0	1853
50	*Erith* - - N.S.	106 0 0	1850
	" - - "	38 0 0	1851
50	Eynsford - - N.S. 12	*70 0 0	1836
58	Farleigh, East - N.S. 3	*34 0 0	1839
	" - - "	120 0 0	1849
	" - - "	145 0 0	1856
58	†Farleigh, West - N.S.		
67	†Faversham District N.S. 5		
67	†Faversham - - B.S. 7		
50	*Fawkham, Hartley, and Longfield* - N.S.	35 0 0	1841
73	Folkestone - - B.S. 7	162 0 0	1840
	" - - "	13 7 4	1853
	" - - "	11 5 4	1853
	" - - "	75 0 0	1856
73	Folkestone, Ch. Ch., Infants - - N.S. 7	94 0 0	1852
73	Folkestone, St. Mary and St. Eanswith's - N.S. 7	551 12 6	1855
	" " - "	9 15 0	1859
36	Forest Hill, Ch. Ch. N.S. 9	916 0 0	1859
60	Frittenden - - N.S. 3	65 0 0	1843
64	Garlinge, St. James' N.S.	169 0 0	1855
63	†Godmersham - N.S. 4		
71	†Goodnestone - Par. 6		
51	Gravesend and Milton - - N.S. 2	*490 0 0	1836
	" " - "	100 0 0	1849
51	†Gravesend, Princes Street - - B.S. 4		
51	†Gravesend and Milton, Peacock Street B.S. 4		
51	Gravesend, St. George's and St. James' - - N.S. 2	200 0 0	1855
50	†Greenhithe, Galley Hill - - B.S. 4		
49	Green Street Green Ch. of E. 12	42 10 0	1852
35	*Greenwich* - - N.S.	*83 0 0	1837
35	†Greenwich, Central or West, Infant S. - 10		
35	†Greenwich - - P.U		
35	†Greenwich and Deptford Female Home.		
35	†Greenwich, George Street - - Wes.		
35	Greenwich, East Branch, Sunday and Infant - N.S. 10	200 0 0	1844
35	†Greenwich (Croom's Hill), St. Ann's - R.C.		
35	Greenwich, Holy Trinity (Maidenstone Hill) - N.S. 10	320 0 0	1847
	" " - "	283 0 0	1854
	" " - "	120 0 0	1860
35	†Greenwich Reformatory.		
35	†Greenwich, Roan's Charity (East Branch), Grey Coat School - 10		
35	†Greenwich, Roan's Charity (West Branch), Grey Coat School - 10		
57	Groombridge - N.S.	221 10 0	1859
57	Hadlow - - N.S. 3	437 0 0	1849
64	*Harbledown* - N.S.	111 10 0	1854
64	*Hardres, Lower* - N.S.	38 0 0	1847
59	Harrietsham Ch. of E. 4	90 0 0	1845
60	Hawkhurst - - N.S. 1	41 0 0	1855
	" - - "	41 10 0	1857
49	†Hayes - - N.S. 11		
59	‡Headcorn - - N.S.		
66	†Herne Bay - Ch. of E. 5		
52	Higham - - N.S. 2	120 0 0	1848
	" - - "	54 0 0	1855
57	*Hildenborough* - N.S.	126 0 0	1848
53	*Hoo* - - N.S.	*75 0 0	1839
50	*Horton Kirby* - N.S.	170 0 0	1858
72	Hougham, Ch. Ch. - N.S. 7	300 0 0	1848
73	Hythe - - N.S. 7	400 0 0	1852
64	†Ickham - Ch. of E. 6		
55	*Ightham* - - N.S. 3		
49	Keston - - N.S. 11		
72	Kingsdown - - Par. 7	212 8 0	1856
	" - - "	12 18 11	1856
49	Knockholt - - N.S. 11	5 0 0	1858
80	Lamberhurst - N.S.	362 0 0	1857
	" - - "	*43 0 0	1835
55	Larkfield - - N.S. 3	*16 0 0	1836
70	Lawrence (St.), Trinity - Ch. of E. 4	197 0 0	1858
36	†Lee - - - N.S. 9	446 0 0	1859
36	†Lee Chapel, Girls - B.S. 1		
36	†Lee, Boys - - B.S. 1		
59	†Leeds School - - 4		
59	Lenham - - N.S. 4		
36	†Lewisham Bridge - B.S.	105 0 0	1851
36	Lewisham, St. Mary's N.S. 10		
	" " "	265 0 0	1857
	" " "	145 0 0	1860
58	Loose - - N.S. 3	290 0 0	1861
54	Luton (near Chatham) - - N.S. 1	96 0 0	1843
	" " "	60 0 0	1847
74	Lydd - - N.S. 4	200 0 0	1860
73	Lyminge, Endowed N.S. 5	200 0 0	1850
58	†Maidstone - - P.U.	136 0 0	1850
58	†Maidstone, All Saint's N.S. 6		
58	Maidstone Heath - N.S. 6		
58	Maidstone, Saint Paul's - - N.S. 6	177 15 0	1857
58	Maidstone, Saint Peter's - - N.S. 6	630 0 0	1859
58	†Maidstone, Saint Philip's - - N.S.	200 0 0	1848
58	Maidstone, Trinity, Model - - N.S. 6	480 0 0	1842
55	Malling, East - N.S. 3	187 10 0	1850
55	Malling, West, Endowed, B. & G. - N.S. 3	12 6 8	1852
	" " - "	200 0 0	1859
58	Marden - - N.S. 3	553 0 0	1861
72	*Margaret, St. (at Cliffe)* - - N.S.	40 0 0	1847

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	KENT—*cont.*		
54	Margaret's, St. (next Rochester) - N.S. 1	500 0 0	1854
	" " "	37 7 6	1860
70	Margate - " - B.S. 4	596 0 0	1857
70	Margate, Holy Trin. N.S. 4	225 0 0	1851
	" " - "	50 0 0	1853
70	Margate, St. John's N.S. 4	475 0 0	1855
52	Meopham - - N.S. 2	62 0 0	1842
	" - - "	20 0 0	1843
	" - - "	87 0 0	1859
51	†Milton, Ch. Ch. - N.S. 2		
68	Milton (near Sittingbourne) - N.S. 5	300 0 0	1849
70	Minster - - N.S. 4	350 0 0	1848
	" - - "	45 0 0	1855
70	†Monkton - - N.S.		
74	*Newchurch* - - N.S.	40 0 0	1845
68	Newington - - N.S.	105 0 0	1851
71	Northbourne, St. Augustine's - N.S. 7	145 10 0	1852
52	*Northfleet* - - N.S.	*115 0 0	1838
	" - - "	25 0 0	1845
67	†Ospringe - - N.S. 5		
57	Paddock Wood - N.S.	147 4 0	1863
64	*Patrixbourne and Bridge* - N.S.	120 0 0	1850
55	†Peckham, East - N.S. 3		
55	†Peckham, East, Inft. and Juvenile Sch. - 3		
64	*Petham* - - N.S.	70 0 0	1849
56	†Penshurst - - N.S. 3		
55	Platt, St. Mary - N.S. 3	113 0 0	1847
	" " - "	56 0 0	1859
55	Plaxtol - - N.S. 3	171 0 0	1847
62	Pluckley - - N.S. 4	93 10 0	1851
	" - - "	8 17 3	1860
36	Plumstead, Burrage Road Infant School - 10	150 0 0	1860
36	Plumstead, Central Ch. of E. 10	1,825 0 0	1857
	" " - "	160 0 0	1858
36	†Plumstead Central, East Plumstead Branch - Ch. of E. 10		
36	†Plumstead, East, Endowed - - N.S.		
36	‡Plumstead, West, St. James' - - N.S.		
71	*Preston* - - N.S.	*25 0 0	1837
69	Queenborough - N.S.	152 0 0	1858
68	Rainham - - N.S. 5	160 0 0	1847
	" - - "	57 0 0	1860
70	Ramsgate, Ch. Ch. - N.S. 4	506 0 0	1849
70	†Ramsgate, Newcastle Hill, Inft. S.		
70	†Ramsgate, St. Augustine's - - R.C. 5		
70	†Ramsgate, St. George's - - N.S. 4		
70	Ramsgate, St. Lawrence's - - N.S.	58 0 0	1851
54	Rochester, St. Nicholas' - - N.S. 1	399 0 0	1849
	" " "	281 0 0	1858
54	†Rochester, St. Peter's G. & Infts. N.S. 1		
61	*Rolvenden* - - N.S. 4	*100 0 0	1836
74	Romney, New - N.S. 4	59 0 0	1856
	" " - "	67 10 0	1861
	KENT—*cont.*		
52	†Rosherville, St. Mark's - - N.S. 2		
57	†Rusthall - - N.S. 6		
73	Sandgate - - N.S. 2	275 0 0	1846
60	†Sandhurst - Ch. of E. 1		
73	Saltwood - - N.S. 7	88 5 6	1855
56	Seal - - N.S. 12	166 5 0	1862
73	†Sellinge - - N.S. 5		
62	*Shadoxhurst* - N.S.	30 0 0	1847
69	Sheerness, Trinity - N.S. 5	*250 0 0	1857
69	*Sheerness* - - B.S.	*275 0 0	1857
67	†Sheldwick, The Leys, United - - N.S. 5		
55	Shipbourne - - N.S. 3	75 0 0	1853
	" - - "	102 10 0	1857
	" - - "	32 10 0	1858
36	Shooter's Hill - N.S. 10	200 0 0	1858
56	†Shoreham - - Par. 12		
60	†Sissinghurst, National and Infant School.		
60	†Sissinghurst (Mrs. H. Cleaver's) - N.S. 3		
60	†Sissinghurst (Lady de Spaen's) - N.S.		
68	Sittingbourne - N.S. 5	230 0 0	1847
62	Smarden, Free - N.S.	320 0 0	1859
55	†Snodland - - N.S. 2		
57	Southborough - N.S. 6	100 0 0	1845
	" - "	220 0 0	1860
50	†Southfleet, Endowed N.S.		
57	Speldhurst - - N.S. 3	462 0 0	1859
73	*Standford* - - N.S.	25 0 0	1845
66	Stephen's, St. (near Canterbury) - N.S. 6	120 0 0	1849
59	*Stockbury* - - N.S.	50 10 0	1842
73	Stowting - - N.S. 5	55 0 0	1846
52	Strood - - N.S. 1	252 0 0	1850
66	Sturry - - N.S.	60 0 0	1852
56	Sundridge - - N.S. 12	175 8 9	1862
50	Sutton-at-Hone - N.S. 11	364 0 0	1855
59	Sutton Valence - N.S. 4	42 0 0	1857
50	*Swanscombe and Stone* - - N.S.	70 0 0	1842
73	Swingfield Minnis - N.S.	150 0 0	1847
38	Sydenham - - N.S. 10	*35 0 0	1858
36	†Sydenham, Lower - Bell Green, Inft. - S. 10		
36	†Sydenham - - Wes. 1		
61	Tenterden - - N.S. 4	150 0 0	1844
	" - - "	63 0 0	1857
	" - - "	210 0 0	1860
	" - - "	20 0 0	1862
61	†Tenterden - - B.S. 7		
61	Tenterden, St. Michael's Ch. of E. 4	178 10 0	1862
58	†Teston - - N.S. 3		
70	Thanet, St. Peter - N.S. 4	105 0 0	1849
	" " - "	50 0 0	1853
71	†Tilmanstone - Ch. of E. 6		
58	Tovil, St. Stephen's N.S. 6	153 0 0	1851
55	*Trottersclife* - N.S.	54 0 0	1849
	" - - "	50 0 0	1854
57	†Tunbridge - - Wes. 7		
57	Tunbridge, St. Stephen's - - N.S. 6	250 0 0	1855
	" " - "	333 0 0	1858
57	†Tunbridge, St. Stephen's, Inft. - N.S. 6		

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	KENT—*cont.*		
57	Tunbridge Wells Chapel Free S. - 6	40 0 0	1858
57	†Tunbridge Wells Grosvenor - B.S. 7		
57	†Tunbridge Wells, Girls - - N.S. 6		
57	†Tunbridge Wells, Royal Victoria S. 6		
57	Tunbridge Wells, St. John's Ch. of E. 6	231 8 0	1860
57	†Tunbridge Wells, Trinity - - N.S. 6	*a*	
57	†Tunbridge Wells, Trinity, Middle - N.S.	*a*	
57	‡Tunbridge Wells, St. Augustine's - R.C.		
57	†Tunbridge Wells, Windmill Fields Ch. of E. 6		
68	*Upchurch* - - N.S.	54 0 0	1847
71	Walmer and Ring - would - - N.S. 7	*100 0 0	1837
	" " - "	760 0 0	1857
64	†Waltham " - N.S.		
55	†Wateringbury - N.S. 3		
56	†Weald, Sevenoaks - Par. 12		
56	Westerham - - N.S. 12	322 0 0	1861
66	†Whitstable and Seasalter - - N.S. 5		
63	Willesborough - N.S. 4	67 0 0	1849
50	Wilmington - Ch. of E. 11	128 0 0	1850
	" " -	46 17 6	1862
71	†Wingham - - N.S. 6		
61	Woodchurch - N.S. 4	75 0 0	1844
	" " -	15 6 3	1849
71	*Woodnesborough* - N.S. 7	95 0 0	1848
35	Woolwich - - N.S. 9	289 0 0	1841
35	*Woolwich, Power Street* - - B.S.	*225 0 0	1835
35	Woolwich - - Pres.	1,400 0 0	1857
35	Woolwich, St. Thomas' - - N.S. 9	1,036 0 0	1856
	" " - "	400 0 0	1860
35	Woolwich, St. Peter's - R.C. 5	758 0 0	1859
71	†Worth - Ch. of E. 7		
55	Wrotham - - N.S. 3	100 0 0	1845
63	†Wye, Lady Joanna Thornhill's S. - 4		
58	Yalding - - N.S. 3	474 6 0	1858
58	Yalding, St. Margaret's - N.S. 3	144 0 0	1859
	LANCASHIRE.		
474	†Abney, Mossley Brow - - B.S.		
477	†Accrington - - Wes. 5		
477	Accrington, Ch. Ch. - N.S. 3	590 0 0	1845
	" " - "	93 0 0	1856
477	†Accrington, New Jerusalem S. - 3		
477	Accrington, St. James' - - N.S. 3	91 0 0	1857
477	*Accrington, St. James' Infts.* - N.S.	208 0 0	1845
480	†Accrington, St. Oswald's - - R.C. 3		
481	Adlington - Ch. of E. 2	150 0 0	1840
	" - -	201 7 11	1857
	LANCASHIRE—*cont.*		
484	*Admarsh* - - N.S.	*28 0 0	1835
462	Aigburth - - N.S. 10	333 0 0	1860
469	Ainsworth - - N.S. 6	*150 0 0	1838
486	†Aldingham - Ch. of E. 6		
482	†Alstone Lane - R.C. 5		
464	†Altcar - - N.S. 3		
478	†Altham - - N.S. 3		
463	†Appleton, St. Bede's - - R.C. 5		
471	†Ardwick Pin Mill - B.S. 9		
471	†Ardwick, St. Thomas' - - N.S. 12		
465	†Ashton in Makerfield - - R.C. 5		
465	Ashton-le-Willows Ch. of E. 6	110 0 0	1856
465	Ashton, St. Thomas' (in Makerfield) - N.S. 6	250 0 0	1851
482	Ashton-on-Ribble Ch. of E.		
474	Ashton-under-Lyne - - Par. 10	850 0 0	1863
474	Ashton-under-Lyne, Christ Ch. (Charles-town) - N.S. 10	832 0 0	1847
	" " - "	13 10 0	1860
474	†Ashton-under-Lyne, St. Ann's - - R.C. 5		
474	Ashton-under-Lyne, St. Peter's - N.S. 10	*300 0 0	1836
	" " - "	60 0 0	1844
465	†Aspull " - Wes. 5		
467	Astley - - N.S. 2	200 0 0	1841
	" - - "	103 0 0	1847
468	Astley Bridge - Ch. S. 4	934 0 0	1859
467	Atherton - - N.S. 2	250 0 0	1840
	" - - "	119 15 6	1852
	" - - "	83 0 0	1855
	" - - "	238 11 0	1859
467	Atherton (at Lamberhead Green - Wes. 5	684 0 0	1859
474	Audenshaw - - N.S. 10	400 0 0	1847
	" - - "	50 0 0	1858
474	†Audenshaw - - B.S. 6		
464	†Aughton - - Par. 2		
477	Bacup - - Wes. 3	962 0 0	1862
477	†Bacup, Mechanics' Inst. School - 2		
477	Bacup, Ch. Ch. - N.S. 7	584 14 9	1861
477	Bacup, St. John's - N.S.		
477	†Bacup, St. Mary's - R.C. 3		
469	†Bamford Public Day and Evening B.S. 2		
471	*Bank Meadow* - B.S.	300 0 0	1840
486	†Bardsea - Ch. of E.		
474	Bardsley - - N.S.	397 0 0	1846
486	†Barrow-in-Furness N.S. 6		
478	*Barrowford* - N.S.	231 15 0	1851
470	Barton-upon-Irwell N.S. 4	240 0 0	1846
	" " - "	30 0 0	1852
470	†Barton-upon-Irwell Wes. 3		
470	†Barton-upon-Irwell, All Saints' - R.C. 11		
477	Baxenden - - Wes. 5		
467	*Bedford in Leigh* - N.S.	200 0 0	1844
476	†Bellfield (Messrs. Benecke's) - N.S.		
464	Bickerstaffe - - N.S. 2	200 0 0	1844
465	*Billinge* - - N.S.	56 10 0	1847

a Inspection withdrawn.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	LANCASHIRE—*cont.*		
471	†Birch, St. James' (in Manchester) - N.S.		
469	*Birch, St. Mary's in Middleton)* - N.S.	*75 0 0	1836
	" " - "	*46 0 0	1836
465	Birchley " - - R.C. 5	775 0 0	1861
483	*Bispham, Parish Church School* - -	30 0 0	1841
464	†Birkdale - Ch. of E. 9		
480	†Blackburn (Mr. Sparrow's) - R.C. 3		
480	*Blackburn (Nova Scotia)* - - B.S.	*150 0 0	1836
480	†Blackburn, St. Alban's - - R.C. 3		
480	†Blackburn, St. Anne's, Boys - R.C. 3		
480	†Blackburn, St. Anne's, Girls - R.C. 3		
480	Blackburn, Saint John's - - N.S. 11	800 0 0	1845
480	Blackburn, St. Luke's (late Bank Top) Mixed and Infants - - N.S. 12	740 0 0	1856
480	Blackburn, St. Michael's - - N.S. 1	258 0 0	1849
	" " " - "	35 0 0	1856
	" " " - "	11 6 8	1858
480	Blackburn, St. Paul's - Ch. of E. 1	1,207 0 0	1860
480	Blackburn, St. Peter Street - - Wes. 5	670 0 0	1862
480	†Blackburn, St. Peter's - - N.S. 12		
480	Blackburn, Trinity N.S. 12	294 0 0	1844
	" " - "	124 0 0	1856
473	*Blackley, Barnes Green* - Ch. of E. 2	202 0 0	1863
473	†Blackley, Endowed Ch. of E. 2		
473	Blackley (Crab Lane) - - N.S. 2	100 0 0	1843
	" " - "	21 0 0	1844
	" " - "	53 0 0	1847
473	Blackley, Infts. Ch. of E.	197 0 0	1858
483	†Blackpool - - Wes.		
483	†Blackpool, Girls' - N.S.		
483	Blackpool, St. John's Ch. of E. 5	367 0 0	1857
465	Blackrod - - N.S. 2	450 0 0	1846
	" - - "	78 0 0	1856
468	Bolton-le-Moors - - B.S. 4	*250 0 0	1837
468	†Bolton - le - Moors, Girls - - Par. 3		
468	Bolton - le - Moors, (Bridge Street) - Wes. 9	311 0 0	1850
468	†Bolton - le - Moors (Fletcher Street) Wes. 4		
468	Bolton - le - Moors, Christ's Church - N.S. 3	540 0 0	1847
	" " - "	21 0 0	1858
468	Bolton - le - Moors (Emmanuel Dist.) N.S. 2	250 0 0	1845
	" " - "	100 0 0	1852
	" " - "	128 13 4	1855
468	†Bolton - le - Moors, Industrial Ragged School.		
468	Bolton - le - Moors, Holy Trinity, (Trinity St.) - N.S. 3	*240 0 0	1838
	" " - "	155 0 0	1847
	" " - "	22 10 0	1856
	" " - "	120 0 0	1856
	" " - "	67 10 0	1859
468	Bolton - le - Moors, Holy Trinity, (Lever St.) - N.S. 3	1,737 0 0	1861
485	Bolton - le - Sands, Industrial - - N.S. 6	65 16 0	1850
468	Bolton, Little, All Saints' - - N.S. 3	600 0 0	1848
	" " - "	100 0 0	1856
468	Bolton, Little, St. George's - - N.S. 3	500 0 0	1848
	" " - "	30 0 0	1855
468	†Bolton, St. Mary's - R.C.		
468	Bolton, St. Peter's and St. Paul's - R.C. 11	622 0 0	1859
462	Bootle - - N.S. 4	*200 0 0	1836
462	†Bootle - - R.C.		
486	†Brathay District - N.S. 5		
481	*Bretherton (Free Endowed)* - Ch. of E.	126 0 0	1852
478	Briercliffe, St. James' N.S. 3	492 0 0	1856
478	Brierfield - - N.S. 3	247 0 0	1850
481	†Brindle - - R.C. *a*		
472	Brindle Heath, Infts. N.S. 10	292 0 0	1859
	Brooksbottoms - Wes. 9	*See* Summerseat.	
486	†Broughton in Furness - Ch. of E.		
472	*Broughton Lower* Ch. of E.	913 0 0	1859
482	†Brownedge, St. Mary's - - R.C. 6		
472	†Broughton, Saint John's - - N.S.		
469	*Buckhurst* - - N.S. 6	*112 0 0	1840
	" - - "	143 0 0	1840
	" - - "	25 0 0	1849
476	Bucrsill and Lower Place - - N.S. 6	250 0 0	1846
	" - - "	51 0 0	1860
471	*Burnage* - - N.S.	337 6 0	1860
478	Burnley - - N.S. 2	*100 0 0	1836
478	Burnley - - Wes. 9	807 0 0	1852
478	Burnley, St. James' N.S. 3	*200 0 0	1840
	" " - "	100 0 0	1844
	" " - "	177 0 0	1857
478	Burnley, St. Peter's (Pickup Croft), Infants - - N.S. 2	299 0 0	1847
478	†Burnley, (Fulledge Meadow) School of Hope - - 2		
478	Burnley, Lancbridge (St. Paul's) - N.S. 3	568 0 0	1847
478	Burnley, Lane Head N.S. 3	50 0 0	1844
478	†Burnley, St. Aloysius' - - R.C. 3		
478	†Burnley, St. Mary's R.C. 3		
464	†Burscough Hall - R.C.		
469	†Bury, Central - N.S. 7		
469	†Bury (Clerke Street) Wes. 9		
469	Bury, Holy Trinity N.S. 6	473 0 0	1851
	" " - "	40 0 0	1855
469	†Bury, Industrial and Reformatory.		

a Inspection withdrawn.

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	LANCASHIRE—*cont.*				
469	†Bury, Ragged Sch.				
469	Bury, St. John's - N.S. 7	370	0	0	1849
469	†Bury, St. Marie's - R.C.				
469	*Bury St. Paul's Huntly Brook* - N.S. 7	150	0	0	1844
480	Busk, Infant School -	*93	0	0	1837
	" " -	45	0	0	1843
486	Cartmel - - N.S. 6	554	0	0	1861
486	*Cartmel Grammar School* - - -	58	4	0	1846
476	†Castleton - - - B.S. 2				
476	†Castleton Moor Ch. of E. 6				
482	†Catforth - - N.S. 5				
485	Caton - - N.S. 6	226	0	0	1850
475	†Chadderton, St. John's - Ch. of E. 5				
472	*Charlestown* - B.S.	*75	0	0	1835
	" - - "	*40	0	0	1837
472	" Charlestown, (Pendleton) St. George's Infants - - N.S. 9	417	12	0	1858
472	†Charlestown, St. George's, Boys and Girls - - N.S. 9				
481	Charnock Richard Ch. of E. 2	341	0	0	1859
479	Chatburn - - N.S. 4	248	0	0	1850
479	†Chipping - - R.C.				
481	†Chorley - - Wes. 3				
481	Chorley, Parish - N.S. 2	*156	0	0	1835
	" " - "	150	0	0	1849
	" " - "	53	0	0	1857
481	Chorley, St. George's N.S. 2	188	0	0	1857
481	Chorley, St. Mary's R.C. 4	500	0	0	1857
481	Chorley, St. Peter's (Eaves Lane) - N.S. 2	94	0	0	1842
	" " - "	160	0	0	1861
471	Chorlton-cum-Hardy N.S. 4	150	0	0	1846
471	Chorlton-on-Medlock, St. Luke's - N.S. 12	485	12	0	1862
	" " - "	97	10	0	1863
471	†Chorlton-on-Medlock, St. Stephen's N.S. 4				
486	†Church Coniston Ch. of E. 6				
480	Churchkirk Church School - - - 4	760	13	8	1862
464	*Churchtown* - B.S.	*35	0	0	1837
	Churchtown. *See* Crossens.				
480	Clayton-le-Moors - N.S. 4	118	0	0	1842
	" " - "	343	19	10	1857
	" " - "	90	0	0	1857
	" " - "	210	0	0	1859
481	*Clayton-le-Woods* - N.S.	40	0	0	1846
470	†Clifton - Ch. of E. 9				
479	†Clitheroe - - R.C. 3				
479	†Clitheroe - - Wes. 4				
479	Clitheroe, Parish N.S. 4	*300	0	0	1840
	" - "	52	3	2	1859
479	Clitheroe, St. James' N.S. 4	150	0	0	1841
	" " - "	160	0	0	1843
479	*Cockerbrook* - - B.S.	*50	0	0	1838
485	Cockerham Free Par. 6	93	0	0	1860
475	Coldhurst - Ch. of E. 5	534	2	0	1857
473	Collyhurst, St. Catherine's New Town - - N.S. 11	438	0	0	1851
	" - "	23	6	8	1856
473	Collyhurst, "Albert Memorial - Ch. of E. 4	605	0	0	1863
478	Colne - - - N.S. 2	500	0	0	1844
478	*Colne, Ch. Ch.* - N.S.	150	0	0	1842
478	Colne (Waterside) - N.S. 3	380	0	0	1848
486	†Colton - - Par.				
481	Coppull - - N.S. 2	216	0	0	1847
478	†Cornholme School - 2				
482	†Cottam - - R.C. 5				
475	†Cowhill - - Wes. 7				
477	†Crawshaw Booth - N.S. 4				
466	*Croft, Endowed* Ch. of E.	217	0	0	1856
475	Crompton (East) Ch. of E. 5	750	0	0	1857
475	Crompton, High - N. S. 5	234	0	0	1848
	" " - "	48	0	0	1857
462	Crosby, Great - N.S.	72	0	0	1842
462	Crosby, Great - R.C. 3	449	0	0	1861
464	Crossens - Ch. of E. 9	*108	0	0	1838
473	Crumpsall, Lower - N.S. 3	494	10	0	1851
464	†Cunscough - - R.C.				
486	†Dalton-in-Furness N.S. 6				
480	Darwen (Over), Trinity - - N.S. 11	*200	0	0	1839
	" - "	702	8	0	1862
470	†Davyhulme - " - Wes. 11				
468	Deane (*at* Rumworth) - - N.S. 3	*50	0	0	1838
	" " - "	70	0	0	1852
	" " - "	20	0	0	1856
474	Denton, Ch. Ch. - N.S. 10	400	0	0	1848
	" " - "	100	0	0	1849
474	Denton and Haughton - - N.S. 10	500	0	0	1855
462	Derby, West - Par. 10	1,567	16	0	1861
462	†Derby, West - P.U.				
471	Didsbury, Endowed N.S. 3	60	0	0	1852
	" - "	40	0	0	1859
471	†Didsbury and Barlow Moor - - Wes. 10				
463	†Ditton - - R.C.				
479	Downham - - N.S.	*75	0	0	1840
474	†Droylesden - - B.S. 7				
468	†Eagley Mills - - B.S.				
466	Earlestown, District Infant - - N.S. 6	614	0	0	1858
472	†Eccles - - N.S. 9				
472	†Eccles (Broomhouse Lane) - - N.S. 10				
470	†Eccles, St. Mary's, R.C. 5				
472	Eccles (Weaste Lane) N.S. 4	291	0	0	1849
481	Eccleston, St. Thomas' - - N.S. 1	305	0	0	1843
	" " - "	52	6	0	1851
	" " - "	339	7	6	1863
477	Edenfield - - N.S. 6	629	0	0	1861
468	*Edgworth* - - N.S.	*45	0	0	1836
468	†Edgworth - - Wes. 5				
468	†Egerton - - B.S. 9				
485	Ellel - - - N.S. 6	641	0	0	1860
485	†Ellel - - - B.S.				
469	Elton, All Saints' - N.S. 7	574	0	0	1848
480	†Enfield, Infant - S. 4				
481	*Euxton* - - N.S.	*126	0	0	1837
481	†Euxton, St. Mary's R.C. 4				
462	†Everton and Kirkdale, St. Mary's - N.S.				
462	Everton, Great Homer Street Chapel (Prince Edwin Street) - - Wes. 11	1,223	0	0	1863
462	Everton, Ch. Ch. - N.S. 6	869	0	0	1860

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	LANCASHIRE—*cont.*		
462	Everton, St. Chrysostom's (Mill Street) N.S. 6	100 0 0	1845
	" " "	77 0 0	1855
	" " "	461 19 8	1857
462	Everton St. George's - Ch. of E. 6	1,700 0 0	1859
462	Everton, St. Peter's N.S. 4	1,650 0 0	1857
477	Ewood Bridge - N.S. 4	*70 0 0	1839
473	Failsworth - - N.S. 10	*270 0 0	1837
	" - - "	7 4 0	1851
	" - - "	8 5 0	1854
	" - - "	6 16 0	1857
474	†Fairfield, Moravian School - - 3		
476	†Falinge Infant School 5		
468	†Farnworth (near Bolton) - - Wes. 4		
463	Farnworth (near Warrington) - N.S. 6	90 0 0	1845
	" " - "	10 0 0	1845
	" " - "	70 0 0	1846
	" " - "	34 0 0	1856
	" " - "	64 10 0	1859
468	Farnworth, St. John's near Bolton - N.S. 2	*250 0 0	1836
	" " - "	105 0 0	1843
	" " - "	100 0 0	1849
	" " - "	20 0 0	1855
	" - - "	45 0 0	1857
486	*Far Sawry and Hawkshead* - N.S.	*60 0 0	1835
478	Fence - - N.S. 3	182 0 0	1846
	" - - "	48 0 0	1856
482	†Fernyhalgh, St. Mary's - - R.C. 5		
483	†Fleetwood on Wyre, St. Mary's - R.C. 5		
483	Fleetwood, Testimonial - - N.S. 5	286 0 0	1847
470	Flixton - - Par. 4	400 0 0	1861
478	Foulridge - - N.S. 3	270 0 0	1855
483	Freckleton - - N.S. 5	*63 0 0	1840
484	Garstang, St. Michael's - - N.S.	104 0 0	1845
484	Garstang - - R.C. 6	432 0 0	1858
462	†Garston - - N.S. 10		
462	†Gillmoss, St. Swithin's - - R.C. 3		
485	Glasson - Ch. of E. 6	80 0 0	1861
475	Glodwick, Ch. Ch. - N.S. 5	550 0 0	1856
467	Golborne - - N.S. 3		
478	*Goodshaw Booth* - N.S.	*234 0 0	1838
477	Goodshaw and Loveclough - N.S.	117 0 0	1847
471	*Gorton, St. James* - N.S.	*142 0 0	1839
471	Gorton, St. Patrick - R.C. 11	199 10 0	1861
471	†Gorton West, St. Mark's - - N.S. 11		
477	*Green Haworth* Ch. of E.	304 0 0	1860
480	Grimshaw Park - N.S. 11	1,555 0 0	1859
478	Habergham, All Saints - - N.S. 2	228 0 0	1851
478	Habergham Eaves - N.S. 2	200 0 0	1841
	" " - "	200 0 0	1844
	" " - "	70 0 0	1853
	" " - "	64 0 0	1855
465	†Haigh - - N.S. 10		
463	Halewood - - N.S. 10	60 0 0	1848
	" - - "	22 0 0	1855
	LANCASHIRE—*cont.*		
468	†Halliwell, Dean Mills B.S. 4		
468	†Halliwell, St. Luke's Ch. S. 3		
468	Halliwell, St. Paul's N.S. 4	808 0 0	1860
468	Halliwell, St. Peter's Jubilee School - 3	40 0 0	1862
464	†Halsall - - N.S. 2		
485	†Halton - - N.S. 6		
484	*Hambleton* - - N.S.	*40 0 0	1836
476	Hamer, St. John's - N.S. 6	285 15 0	1863
	Hardfield District. - - *See* Heywood.		
473	†Harpurhey - - N.S. 3		
480	Harwood, Great - N.S. 11	*123 0 0	1838
	" " - "	14 13 4	1856
	" " - "	125 0 0	1857
468	Harwood, Ch. Ch. - N.S. 4	36 0 0	1856
	" " - "	140 0 0	1856
480	†Harwood, Great, St. Hubert's - - R.C. 3		
477	*Haslingden* - - N.S.	318 2 6	1854
477	†Haslingden - - Wes. 2		
477	Haslingden, The Grane - - N.S. 4	*120 0 0	1837
474	†Haughton Dale Mills School - - 10		
486	†Hawkshead - N.S.	*a*	
469	‡Hawkshaw Lane - N.S.		
466	*Haydock* - - N.S.	*120 0 0	1839
466	†Haydock Colliery - B.S. 5		
476	Healey - - N.S. 6	315 0 0	1853
	" - - "	30 0 0	1857
	" - - "	20 0 0	1858
452	Heaton Mersey, St. John's - Ch. of E. 11	747 0 0	1858
452	†Heaton Norris, Ch. Ch. - - N.S.	*b*	
463	*Helen's, St. (Church Street), Infant and Sunday School* -	165 0 0	1841
463	Helen's, St. (Duke Street) - Ch. of E. 1	200 0 0	1861
463	Helen's, Saint - Wes. 5	500 0 0	1855
463	*Helen's, St., (Cowley's Charity)* - - B.S.	265 0 0	1847
463	Helen's, Saint, St. Joseph's - - R.C. 5	740 0 0	1857
463	†Helen's, Saint (Lowe House) - - R.C. 5		
463	†Helen's, St. (Moreflat) - - N.S. 1		
463	†Helen's, St. (Greenbank) - - R.C. 5		
463	Helen's, Saint (Parr Mount), Holy Trinity - - N.S. 1	133 13 4	1854
	" " - "	276 0 0	1860
478	*Hey "Houses" and Sabden* - - N.S.	*75 0 0	1841
469	†Heywood, Mechanics' Institute - - Sch. 4		
469	†Heywood, New Jerusalem Factory - B.S. 3		
469	†Heywood, Queen Street - - Wes.	*c*	
469	Heywood, St. James' N.S. 7	*360 0 0	1838
	" " - "	18 15 0	1854
	" " - "	18 11 0	1857
	" " - "	7 0 0	1859

a School no longer exists. *b* Inspection declined.
c Now amalgamated with Heywood Mechanics' Institute.

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	LANCASHIRE—*cont.*		
469	Heywood, St. James' (Heady Hill) - N.S. 7	130 0 0	1842
	" " - "	50 0 0	1843
	" " - "	50 0 0	1849
	" " - "	5 5 0	1860
469	Heywood, St. Luke's, Mount Street, Hardfield District N.S. 7	220 0 0	1841
	" " - "	12 2 6	1860
469	Heywood, St. Luke's, William Street - N.S. 7	*78 0 0	1836
	" " - "	28 0 0	1842
	" " - "	14 0 0	1850
	" " - "	25 0 0	1851
	" " - "	1,815 0 0	1860
478	*Higham* - - N.S.	*50 0 0	1838
465	†Hindley - Ch. of E. 12		
465	†Hindley - - Wes. 5		
480	†Hippings - - Wes. 4		
480	Hoddlesden - - N.S. 11	171 0 0	1853
480	Holden Fold - N.S. 11	32 0 0	1855
486	†Holker - - N.S. 6		
477	‡Hollinbank, Evening - - - B.S.		
475	†Hollins - - Wes. 2		
475	Hollinwood - - N.S. 5	*180 0 0	1838
	" - - "	22 8 0	1858
482	*Hoole* - - N.S.	200 0 0	1851
485	‡Hornby - - N.S.		
468	†Horwich - - N.S. 2		
471	†Hulme, Ch. Ch. - B.S. 10		
471	Hulme, Holy Trinity N.S. 1	*208 0 0	1840
471	†Hulme, St. George's N.S. 12		
471	Hulme, St. John's - N.S. 12	902 0 0	1857
471	Hulme, St. Mark's Ch. of E. 3	428 2 9	1856
471	†Hulme, St. Mary's - N.S. 11		
471	Hulme, St. Michael's Ch. of E. 11	620 0 0	1863
471	Hulme, St. Philip's - N.S. 1	2,400 0 0	1859
471	†Hulme, St. Paul's - N.S. 11		
471	†Hulme, Wilmot St. Free Sch. - - 1		
474	Hurst - - N.S. 10	384 0 0	1849
474	†Hurst - - B.S. 7		
479	Hurst Green - N.S.	60 0 0	1843
479	†Hurst Green - R.C. 3		
465	Ince, St. Catherine's N.S. 12	419 12 6	1851
	" " - "	32 10 0	1861
462	†Ince Blundell - R.C. 3		
484	Inskip - - N.S. 5	80 0 0	1848
	" - - "	45 0 0	1862
472	†Irlams o' the Height B.S. 10		
469	Irwell or Bury (Peel Street) - - N.S. 6	*225 0 0	1837
	" " - "	75 0 0	1848
472	†Kersall, St. Paul's - N.S. 3		
462	†Kirkby - - N.S. 4		
462	†Kirkdale Industrial P.U.		
462	Kirkdale, St. Mary's (Boys) - - N.S. 10	150 0 0	1845
462	†Kirkdale, St. Mary's (Girls and Infts.) N.S. 10		
483	†Kirkham - - N.S. 5		
483	†Kirkham, The Willows - - R.C. 5		
462	†Knotty Ash, St. John the Evangelist - Par. 5		
463	†Knowsley - - N.S. 4		

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment
	LANCASHIRE—*cont.*		
485	Lancaster - - B.S. 4	*150 0 0	1835
	" - - "	11 11 11	1854
485	†Lancaster - - R.C. 6		
485	Lancaster, Parish, Boys - - N.S. 5	10 0 0	1855
	" " "	110 0 0	1861
486	Lancaster, Girls and Infants - - N.S. 5	140 0 0	1856
477	†Lancashire (East) Union of Institutes. Comprising :—		
477	†Accrington - -		
478	†Burnley (1) - -		
478	†Burnley (2) - -		
	†Crawshaw Booth -		
477	†Haslingden - -		
478	†Nelson in Marsden -		
477	†Newchurch-in-Rosendale - - -		
478	†Padiham - -		
478	†Padiham, Literary Institute - -		
477	†Rawtenstall - -		
485	†Lancaster, St. Ann's, Infants - - N.S. 6		
485	Lancaster, St. Thomas' - - N.S. 6	800 0 0	1847
	" " - "	66 13 4	1853
	" " - "	11 0 0	1859
	" " - "	17 0 0	1860
	" " - "	30 0 0	1861
464	Lathom, St. James' N.S. 2	260 0 0	1854
482	Lea - - - R.C. 5	250 0 0	1861
474	†Lees Zion, Methodist New Connexion Day School - 3		
474	†Lcesfield - Ch. of E. 5		
467	†Leigh - - Wes. 9		
467	Leigh - - N.S. 3	325 0 0	1841
467	*Leigh, Lately Common* - - N.S.	45 0 0	1841
468	*Lever (Little)* - N.S.	209 0 0	1854
471	Levenshulme - N.S. 11	494 0 0	1856
468	†Leverbridge - N.S. 4		
481	Leyland - - - N.S 2	*232 0 0	1839
	" - - "	70 0 0	1845
486	‡Lindale and Marton N.S.		
486	*Lindale (in Cartmel)* N.S.	*50 0 0	1838
462	†Litherland - - R.C. 3		
476	*Littleborough* - N.S.	170 0 0	1846
461	†Liverpool, Akbar Float Frigate Reformatory School.		
461	Liverpool, All Saints' N.S. 5	854 13 4	1854
461	†Liverpool, Caledonian School - - 11		
461	Liverpool, Christ's Church - - N.S. 7	*337 0 0	1839
	" " - "	17 6 8	1852
461	Liverpool, Cranmer (Vauxhall Road) - Wes. 11	1,779 0 0	1857
461	†Liverpool, Edge Hill Reformatory Sch. (44, Mason Street).		
461	†Liverpool, Everton Crescent Indus. - R.C.		
461	†Liverpool, Hackin's Hey - - B.S. 11		
461	†Liverpool, Harrington B.S. 11		

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	LANCASHIRE—*cont*		
461	Liverpool, Hibernian - - B.S. 11	268 0 0	1852
	" " - "	150 0 0	1853
461	Liverpool, Holy Cross - - R.C. 2	1,200 0 0	1855
461	†Liverpool (Hope Street) - - B.S. 12		
461	†Liverpool, Ragged Industrial S.		
461	†Liverpool (Jordan Street) - - Wes.		
461	†Liverpool, Moorfields, Old Church Charity - - N.S. 5		
461	†Liverpool, Mount Vernon Green, Girls' Reformatory.		
461	†Liverpool, Mount Pleasant - - B.S. 11		
461	Liverpool, North (Bond Street) - N.S. 5	92 6 8	1853
461	†Liverpool, Practising R.C. 1		
461	Liverpool, Prescot Street, Brunswick Wes. 11	1,220 13 0	1863
461	†Liverpool, Prince Edwin Street - B.S. 11	*a*	
461	†Liverpool, Russel Street, Welsh Charity School - - 7		
461	†Liverpool, Soho St., Ragged Schools.		
461	Liverpool (South), Cornwallis St. - N.S. 5	9 10 8	1857
	" " - "	3 12 8	1857
	" " - "	29 0 0	1857
461	†Liverpool, St. Andrew's - - N.S. 5		
461	Liverpool, St. Anne's (Edge hill) - R.C. 2	700 0 0	1852
	" " - "	126 15 5	1858
461	†Liverpool, St. Anthony's - - R.C. 2		
461	†Liverpool, St. Augustine's - - R.C. 2		
461	Liverpool, St. Augustine's - - N.S. 6	*300 0 0	1835
	" " - "	951 15 0	1853
461	Liverpool, St. Barnabas' - - N.S. 7	731 0 0	1845
	" " - "	20 0 0	1848
	" " - "	80 1 0	1857
461	Liverpool, St. Bartholomew's (Naylor Street) - N.S.	328 0 0	1843
	" " - "	6 0 0	1849
	" " - "	23 0 0	1854
	" " - "	56 10 0	1858
461	Liverpool, St. Bride's N.S. 5	*325 0 0	1837
461	Liverpool, St. Catherine's - - N.S. 5	*200 0 0	1837
461	†Liverpool, St. Elizabeth's Reformatory - - R.C.		
461	Liverpool, St. Francis Xavier's - R.C. 2	800 0 0	1854
	" " - "	428 0 0	1858
461	†Liverpool, St. George's Indus. - R.C.		

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	LANCASHIRE—*cont.*		
461	†Liverpool, Saint Helen's - - - R.C. 1		
462	Liverpool, St. James' (Toxteth Park) - N.S. 5	250 0 0	1849
	" " - "	39 13 4	1853
	" " - "	25 0 0	1855
462	*Liverpool, St. John's, Toxteth Park* - N.S. 10	*450 0 0	1838
461	Liverpool, St. John's N.S.	312 10 0	1851
	" " - "	40 0 0	1855
461	†Liverpool, St. Jude's (Edge Hill) - N.S. 7		
461	Liverpool, St. Luke's N.S. 5	*190 0 0	1838
	" " "	12 12 0	1854
	" " "	12 4 0	1855
461	Liverpool, St. Mark's N.S. 7	800 0 0	1855
461	Liverpool, St. Martin's - - N.S. 7	650 0 0	1845
461	Liverpool, St. Mary's (Edge Hill) Ch. of E. 7	1,500 0 0	1858
461	†Liverpool, St. Mary Magdalen - Ch. of E. 7		
461	Liverpool, St. Mary's (Raye Street) - R.C. 2	1,017 0 0	1858
461	†Liverpool, St. Nicholas' - - R.C. 1		
461	†Liverpool, St. Oswald's - - R.C. 2		
461	†Liverpool, St. Paul's Ch. of E. 7		
462	Liverpool, St. Paul's (Toxteth Park) - N.S.	600 0 0	1856
461	†Liverpool, Saint Peter's - - R.C. 1		
461	Liverpool, St. Saviour's - - N.S. 11	2,179 0 0	1858
	" " - "	98 0 0	1860
461	Liverpool, St. Simon's - - N.S. 11	700 0 0	1857
461	†Liverpool, St. Thomas', (Frederick Street) - - N.S. 4		
462	Liverpool, St. Thomas' (Toxteth Park) - - N.S. 5	615 0 0	1846
	" "	322 0 0	1855
461	†Liverpool, St. Thomas' and St. William's (Blackstock Street) - - R.C. 2		
461	Liverpool, St. Thomas' (Mount Vernon Street) - R.C. 1	10 0 0	1854
461	†Liverpool, Girls' Industrial - - - R.C.		
462	†Liverpool, Toxteth B.S. 12		
462	Liverpool, Toxteth Park, Holy Trinity Ch. of E. 7	949 0 0	1861
462	†Liverpool, Toxteth Park Reformatory (Wellington Rd.)		
462	†Liverpool, Toxteth Park, Industrial Ragged, Girls.		
461	†Liverpool, Trinity Ch. of E. 11		
461	Liverpool, Vauxhall, All Souls' - - N.S. 11	1,453 0 0	1857

a School has ceased to exist.

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	LANCASHIRE—*cont.*		
461	Liverpool, Windsor, St. Clement's - N.S. 9	240 0 0	1848
	" " " - "	50 0 0	1849
	" " " - "	30 0 0	1854
461	†Liverpool, Workhouse School.		
482	Longridge - - N.S. 10	64 14 6	1858
	" - - "	54 1 0	1862
471	Longsight, St. John's N.S. 3	357 10 0	1851
	" " "	340 0 0	1857
486	Lowick - " Ch. of E. 6	277 0 9	1857
464	*Lydiate* - - R.C.	140 10 0	1862
483	Lytham, Saint John's - Ch. of E. 5	184 10 0	1852
	" " "	92 17 6	1853
483	†Lytham, St. Peter's R.C. 5		
464	Maghull - - N.S.	80 0 0	1841
473	†Manchester and Salford Ragged and Reformatory Sch.		
471	†Manchester, All Saints' - Ch. of E. 3		
473	Manchester, All Souls' - - N.S. 11	364 0 0	1846
473	†Manchester, Ancoats, (Chalmers' Presbyterian Sch.) 11		
473	†Manchester, Ancoats, Lyceum Factory - - B.S. 4		
473	†Manchester, Ancoats (Piercy St.) Pres. 2		
473	Manchester, Ancoats, St. Andrew's N.S. 12	*800 0 0	1837
	" " " - "	100 0 0	1849
	" " " - "	49 0 0	1851
	" " " - "	664 0 0	1858
	" " " - "	94 0 0	1859
473	†Manchester (Buxton Street) Infts. B.S. 4		
473	Manchester, Cathedral - N.S. 1	*100 0 0	1836
	" " - "	36 0 0	1859
473	Manchester Cathedral, Charity Girls' School - - 11	27 4 8	1859
473	†Manchester (Cheetham Hill) - - Wes.		
473	†Manchester (Cheetham Hill Road) Jews' School.		
471	Manchester, Chorlton-on-Medlock, Grosvenor Square Pres.	221 0 0	1854
473	†Manchester, Free S. - 3		
473	Manchester (Granby Row) - - N.S. 11	200 0 0	1845
473	†Manchester, Lever Street - - Wes. 10		
473	Manchester (Lower Mosley Street) - - B.S. 10	*420 0 0	1837
	" " - "	*400 0 0	1839
473	†Manchester (Marshall Street) - B.S. 9		
473	†Manchester, Miles Platting (Argyle Street) - Ch. of E. 9		
473	†Manchester, New Jerusalem Ch. Sch.		

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	LANCASHIRE—*cont.*		
473	†Manchester Ragged, Industrial, and Reformatory Sch. Ardwick Green.		
471	†Manchester (Rashome Road) - Wes. 10		
473	†Manchester, St. Alban's (late Strangeways) - N.S. 11		
471	†Manchester, St. Alphonsus' - R.C. 10		
473	Manchester, St. Anne's - - N.S. 11	500 0 0	1841
	" " - "	71 0 0	1850
473	Manchester, St. Barnabas' - N.S. 1	500 0 0	1843
	" " - "	653 18 4	1857
473	Manchester, St. Chad's, Cheetham Hill - - R.C. 10	620 0 0	1852
473	Manchester, St. James' - - N.S. 1	700 0 0	1846
473	Manchester, St. John's - - N.S. 2	66 0 0	1857
473	†Manchester, St. Jude's - - N.S. 1		
473	Manchester, St. Luke's (Cheetham Hill) - - N.S. 2	505 0 0	1860
473	†Manchester, St. Luke's (Cheetham Hill), Infants - N.S. 2		
473	Manchester, St. Mark's (Cheetham Hill) - - N.S. 1	215 0 0	1843
	" " - "	30 10 0	1857
	" " - "	18 8 4	1859
473	Manchester, St. Mary's, - - R.C. 10	460 0 0	1855
473	Manchester, St. Matthew's - N.S. 1	461 2 6	1855
473	Manchester, St. Michael's - - N.S. 3	418 0 0	1842
	" " - "	300 0 0	1844
	" " - "	36 0 0	1857
	" " - "	26 13 4	1858
473	†Manchester, St. Patrick's - - R.C. 10		
473	Manchester, St. Philip's - Ch. of E. 11	764 0 0	1852
	" " - "	15 0 0	1857
	" " - "	7 13 7	1858
471	Manchester, St. Saviour's, Chorlton-on-Medlock - N.S. 2	380 0 0	1852
	" " - "	75 0 0	1858
473	*Manchester, St. Silas'* - - N.S.	612 0 0	1845
473	*Manchester, St. Stephen's Parish Sch.* - -	701 2 0	1859
473	Manchester, St. Thomas' (Redbank) - N.S. 2	531 0 0	1848
471	†Manchester, St. Wilfred's - - R.C. 10		
478	Marsden, Great - N.S. 3	250 0 0	1849
478	*Marsden, Little* - N.S.	*100 0 0	1835
	" " - "	6 19 0	1847
481	Mawdsley - - N.S.	85 0 0	1844
481	*Mawdsley* - - R.C.	223 0 0	1860

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	LANCASHIRE—*cont.*		
481	†Mawdsley - - Wes. 6		
473	†Mayfield - - B.S. 10		
480	*Mellor Brook* - N.S.	*110 0 0	1836
464	Meols, North - Par. 9	1,000 0 0	1860
484	†Michael's, St., on Wyre - - N.S. 5		
463	†Micklehead Green - B.S. 11		
475	Middleton - - N.S. 3	200 0 0	1843
	" - - -	121 0 0	1860
475	‡Middleton, Infants N.S.		
475	Middleton, Barrowfields - - N.S. 3	135 0 0	1845
475	†Middleton, New Jerusalem Sch.		
476	Milnrow - - B.S. 2	90 0 0	1840
476	Milnrow - - N.S. 6	200 0 0	1841
	" - - - "	20 0 0	1855
	" - - - "	350 0 0	1858
475	†Moorside - Ch. of E. 5		
474	*Mossley, St. George's* N.S.	315 0 0	1842
	" - - "	150 0 0	1844
463	Moss Bank - " - N.S. 1	303 5 0	1855
473	*Moston* - - N.S.	174 0 0	1845
477	†Musbury (Hollin Bank) - - N.S. 4		
478	†Nelson in Marsden, Infants School - 3		
486	†Newbarns - Ch. of E. 6		
464	†Newburgh (Ormskirk) - - Sch. 3		
464	‡Newburgh - - B.S.		
477	†Newchurch Mechanics' Institute Day School - - B.S. 9		
477	†Newchurch in Rosendale - - N.S. 4		
467	†Newchurch near Warrington Ch. of E. 4		
482	†Newsham, St. Mary's R.C. 5		
473	*Newton Heath, All Saints'* (No. 1) - N.S. 4	907 13 4	1854
	" " - "	6 0 0	1856
473	Newton Heath, All Saints' (No. 2) - N.S. 4	200 0 0	1845
	" " - "	14 6 8	1854
473	†Newton Heath, All Saints', Infants - 4		
466	*Newton, St. Peter's* N.S.	1,216 0 0	1861
476	Norden (late Blackpits) - - N.S. 6	120 0 0	1847
	" " - "	8 0 0	1856
476	‡Oakenrod, Factory and Evening Sch.		
480	†Oakenshaw - - Wes. 5		
475	*Oldham* - - B.S.	*254 0 0	1834
475	†Oldham (St. Domingo Street) - Wes. 7		
475	Oldham, St. James', (Greenacres Moor) N.S. 4	*165 0 0	1837
	" " - "	58 10 0	1858
475	Oldham, St. Mary's, Parish Ch. Sch. - 4	1,000 0 0	1844
475	Oldham, St. Marie's R.C. 11	1,451 0 0	1859
475	Oldham, St. Peter's N.S. 4	*583 0 0	1836
	" " - "	650 0 0	1844
471	Openshaw " - N.S. 3	138 10 0	1854
	" - - - "	2 16 4	1857
	" - - - "	24 0 0	1859
471	‡Openshaw - - Wes.		

a Schools abandoned.

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	LANCASHIRE—*cont.*		
466	Orford, Endowed School - -	12 0 0	1858
464	†Ormskirk *a* - - N.S.		
464	Ormskirk, United Charity School - -	292 3 4	1854
	" - -	50 0 0	1856
465	‡Orrell, St. James' - R.C.		
480	Oswaldtwistle (Cabin End) - N.S. 4	*120 0 0	1837
	" - "	523 0 0	1860
480	Oswaldtwistle, Belthorne, and (Daisey Green) - N.S. 4	*b*96 0 0	1839
	" - "	479 0 0	1862
480	Oswaldtwistle (New Lane) - - N.S. 4	232 10 0	1861
472	Paddington, St. Paul's - - N.S.	300 0 0	1856
	" - "	148 0 0	1857
472	†Paddington, St. Paul's, 2nd Infant - - N.S.		
466	*Padgate* - - N.S.	150 0 0	1844
478	†Padiham - - B.S. 4		
478	†Padiham - - Wes. 5		
478	Padiham - Ch. of E. 3	465 0 0	1858
478	†Padiham, Inft. Sch. - -		
465	†Park Lane (Ashton-in-Makerfield) - R.C. 3		
463	Parr, St. Peter's - N.S.	300 0 0	1844
	" " - "	50 0 0	1844
	" " - "	36 16 8	1854
463	Parr, Brookfield Ch. of E.	214 8 0	1859
470	Patricroft (Mechanics' Institute) - B.S. 10	326 2 8	1849
470	†Patricroft, Holy Cross - - R.C.		
463	*Peasley, Infant* Ch. of E.	90 0 0	1854
	" " - "	81 0 0	1856
463	†Peasley Cross, Holy Trinity - - N.S. 1		
465	Pemberton (Lamberhead Green) - N.S.	136 0 0	1842
	" - "	134 10 0	1859
465	*Pemberton (Goose Green)* - - N.S.	*30 0 0	1838
472	†Pendlebury, Ch. Ch. N.S.		
472	Pendlebury, St. John's - - N.S. 10	270 0 0	1846
	" - "	17 10 0	1860
472	*Pendleton, Brunswick* - - Wes.	845 0 0	1862
472	Pendleton, St. Thomas' - - N.S. 10	*60 0 0	1837
472	†Pendleton - - Wes. 3		
466	†Penketh, "Day Star" - - Wes.		
466	*Penketh* - - Wes. 9	270 0 0	1861
486	*Pennybridge* - N.S.	*70 0 0	1838
480	†Pickup Bank - N.S. 11		
469	†Pilkington (Park Lane) - - B.S. 4		
484	Pilling - - N.S. 5	483 0 0	1857
469	†Pits-o'th'-Moor - Wes. 9		
465	†Poolstock - Ch. of E. 12		
485	Poulton-le-Sands - N.S. 6	740 0 0	1856
463	†Prescot, St. Mary's - R.C. 5		
482	Preston, All Saints' N.S. 10	466 5 0	1854
482	†Preston, Central - N.S. 10		

b The old schools are sold.

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	LANCASHIRE—*cont.*				
482	Preston, Ch, Ch. - N.S. 10	*105	0	0	1835
	" " - "	1,142	0	0	1858
482	†Preston, Saint Marks' - - N.S. 10				
482	†Preston (Croft St.) - Wes. 4				
482	Preston, Holy Trinity - - N.S. 10	605	0	0	1845
	" " - "	35	6	8	1849
	" " - "	17	6	8	1857
482	Preston (Orchard Street) Methodist Free Church Sch. - - 4	517	0	0	1858
482	†Preston, St. Augustine's - - R.C. 5				
482	†Preston, St. Ignatius' R.C. 5				
482	Preston, St. James' N.S. 10	489	0	0	1850
	" " - "	12	0	0	1855
482	†Preston, St. Joseph's (Ribbleton Lane) R.C. 5				
482	Preston, St. Luke's, (late St. Paul's, Infant Sch., Deepdale Mill Street) - N.S. 10	184	0	0	1854
	" " - "	3	13	8	1856
482	Preston, St. Mary's N.S. 10	*250	0	0	1838
	" " - "	154	0	0	1847
	" " - "	90	0	0	1856
482	Preston, St. Paul's - N.S. 11	83	9	2	1855
	" " - "	244	0	0	1856
	" " - "	34	0	0	1857
482	Preston, St. Peter's, Brook St., Boys - N.S. 11	222	0	0	1856
482	Preston, St. Peter's (Coldbath Street), Girls and Infants N.S.	1,177	12	0	1862
482	Preston, St. Thomas' N.S. 10	250	0	0	1841
	" " - "	166	0	0	1848
	" " - "	47	0	0	1855
	" " - "	20	0	0	1856
482	†Preston, St. Thomas', Infants - - N.S.				
482	†Preston, The Talbot R.C. 5				
482	Preston (Upper Walker Street) - R.C. 5	320	0	0	1858
482	Preston, St. Wilfred's (Fox St.) - R.C. 5	80	0	0	1855
473	†Prestwich - - N.S. 3				
473	Prestwich (Rooden Lane) - - B.S.	250	0	0	1854
485	Quernmore - - N.S. 6	*35	0	0	1838
	" - "	92	5	0	1852
469	Radcliffe, Bank Top Ch. of E. 6	450	0	0	1858
469	†Radcliffe, Blacklane Ch. of E. 6				
469	Radcliffe Close - Wes. 4	130	0	0	1853
469	*Radcliffe Hall* Ch. of E. 6	*405	0	0	1839
469	†Radcliffe Bridge Ch. of E. 7				
469	†Radcliffe, St. Thomas Ch. of E. 7				
463	*Rainford (at Crank Hill)* - - N.S. 4	117	0	0	1852
463	Rainford, Parish - N.S.	149	5	0	1850
	" " - "	30	0	0	1850
	" " - "	30	0	0	1852
463	Rainhill - - N.S. 5	100	0	0	1841
	" - "	75	0	0	1849
463	†Rainhill, Boys - R.C. 5				
463	†Rainhill, Girls - R.C. 5				

a Passed into other hands.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	LANCASHIRE—*cont.*				
463	†Ravenhead (Plate Glass Company's) B.S. 4				
484	†Rawcliffe Hall - N.S.	*a*			
477	Rawtenstall - - N.S. 4	*200	0	0	1839
477	†Rawtenstall - - Wes. 2				
477	†Rawtenstall (Holly Mount) - - B.S.				
477	*Read (in Whalley)* - N.S.	*60	0	0	1838
475	Rhodes - Ch. of E. 3	390	10	8	1856
482	†Ribchester, St. Peter and St. Paul - R.C. 5				
480	†Rishton - - R.C.	*b*			
467	Risley - - - Pres. 3	105	0	0	1852
	" - - "	43	0	0	1856
476	Rochdale, Parish Church School - 5	100	0	0	1844
	" " - " -	50	0	0	1845
	" " - " -	38	0	0	1854
476	†Rochdale - - Wes. 2				
476	*Rochdale* - - B.S.	*250	0	0	1838
476	Rochdale, St. Alban's N.S. 5	636	0	0	1861
476	*Rochdale, St. Chad's* N.S. 5	431	0	0	1858
476	†Rochdale, St. John's R.C. 11				
476	Rochdale (St. Mary's District) - - N.S. 5	17	7	6	1862
	" " - "	18	6	0	1862
476	†Rochdale, St. Patrick's - - R.C.				
478	†Rough Lee - - B.S. 5				
475	†Royton - - Wes. 2				
475	Royton, St. Paul's - N.S. 5	15	0	0	1844
471	Rusholme, Trinity, and Girls Indus. Ch. of E. 12	598	15	0	1861
474	†Ryecroft - - B.S. 7				
479	†Sabden - - B.S. 4				
	‡Salem Moravian Schl. - -				
480	Salesbury - - N.S. 11	240	0	0	1852
472	†Salford, Chapel St., Girls Scotch Pres. - -				
472	*Salford (Ellor St.)* - B.S.	*200	0	0	1839
	" - "	50	0	0	1840
472	†Salford, Broughton Road - - Wes. 3				
472	†Salford, Christ Ch. - N.S. 2				
472	†Salford, Gravel Lane Wes. 3				
472	Salford (Great George St.) Model - N.S. 12	200	0	0	1845
	" " - "	268	0	0	1860
472	†Salford Industrial and Ragged S. -				
472	†Salford, New Jerusalem Ch. Sch. - 10				
472	†Salford, Scotch Pres. School. (Mount St.) 10				
472	Salford, St. Bartholomew's - - N.S. 12	400	0	0	1844
	" " - "	17	0	0	1850
	" " - "	20	0	0	1855
472	†Salford, St. John's - R.C. 11				
472	Salford, St. Matthias' - - N.S. 2	500	0	0	1842
472	Salford, St. Peter's, Greengate - R.C. 11	475	0	0	1863
472	†Salford, St. Philips', Infant Sch. - 4				
472	Salford, St. Simon's N.S. 4	1,109	0	0	1856
472	†Salford, St. Stephen's N.S. 4				
472	†Salford, St. Stephen's Inft. - Ch. of E. 4				

b Inspection withdrawn.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	LANCASHIRE—*cont.*		
472	†Salford, Trinity Ch. of E. 4		
472	†Salford, Working Men's College - S. 2		
482	*Samlesbury* - - N.S.	*120 0 0	1837
466	†Sankey Great - N.S. 10		
486	Satterthwaite and Rusland - - N.S. 6	100 0 0	1850
464	†Scarisbrick - Ch. of E.		
484	†Scorton - - B.S. 4		
485	*Scotforth* - - N.S.	50 0 0	1846
462	Seaforth - Ch. of E. 11	259 0 0	1855
468	†Sharples, Messrs. Ashworths' - B.S. 9		
475	Shaw - - - N.S. 5	*200 0 0	1839
	" - - - "	15 0 0	1856
	" - - - "	26 5 0	1856
	" - - - "	55 0 0	1860
475	†Shaw - - - Wes. 4		
469	Shuttleworth - N.S. 6	200 0 0	1849
	" - - "	50 0 0	1860
485	*Silverdale* - - N.S.	87 0 0	1855
485	Skerton, St. Luke's N.S. 1	*120 0 0	1837
	" - - "	30 0 0	1849
476	Smallbridge, " St. John's - - N.S. 7	*200 0 0	1839
468	*Smithill's Deane* - N.S.	60 0 0	1843
481	South Hill - - R.C. 4	424 0 0	1859
464	*Southport* - - B.S.	*60 0 0	1836
464	Southport, Ch. Ch. - N.S. 10	*57 0 0	1838
	" " " - "	315 0 0	1854
464	Southport, " Holy Trinity - - N.S. 10	1,093 15 0	1857
	" " - - "	54 0 0	1861
464	†Southport, St. Mary's - - R.C. 11		
464	†Southport, St. Paul's Infant - 10		
483	Southshore - - N.S. 5	80 0 0	1846
476	Spotland - - N.S. 7	*166 0 0	1837
	" - - "	13 19 11	1846
	" - - "	13 12 6	1848
	" - - "	3 16 8	1853
	" - - "	23 0 0	1853
	" - - "	6 0 0	1856
469	*Stand* - - N.S.	*270 0 0	1837
465	†Standish, Boys and Girls - - N.S. 12		
462	Stanley, St. Anne's N.S. 11	436 0 0	1847
486	*Staveley (in Cartmel) Endowed Sch.* -	32 0 0	1848
477	*Stonefield* - - N.S.	*60 0 0	1837
470	Stretford - - N.S. 2	370 0 0	1845
	" - - "	18 0 0	1859
477	†Stubbylee, St. Saviour's - Ch. of E. 7		
469	†Summerseat (late Brooksbottoms) Wes. 9		
463	†Sutton - - N.S. 11		
463	†Sutton, St. Anne's - R.C.		
463	Sutton, St. Joseph's R.C. 5	754 0 0	1853
470	†Swinton (Girls) - Pres. 4		
470	†Swinton, Industrial P.U.		
478	*Symonstone* - - N.S.	*52 0 0	1840
464	*Tarleton* - - N.S.	*120 0 0	1839
464	*Tarleton, The Holmes* N.S.	166 0 0	1848
475	*Thornham* - - N.S.	*100 0 0	1840
485	†Thurnham - - R.C. 6		
480	*Tockholes* - - N.S.	50 0 0	1846
495	Todmorden - - N.S.	500 0 0	1845
	" - - "	10 10 0	1859
475	Tonge-cum-Alkington - - N.S. 3	188 0 0	1847
469	†Tottington Mill - B.S. 8		
469	Tottington, St. Anne's - - N.S. 7	*189 0 0	1836
478	†Towneley - - R.C. 3		
462	†Toxteth Park, Heath Street, Girls' Mission School		
478	*Trawden* - - N.S.	140 0 0	1843
477	Tunstead - - N.S. 4	*110 0 0	1842
467	Tyldesley - Ch. S. 4	948 0 0	1859
481	*Ulnes Walton* - N.S.	35 0 0	1846
486	†Ulverstone - - Wes. 4		
486	Ulverstone - - N.S. 6	*150 0 0	1834
	" - - "	43 2 0	1858
	" - - "	27 0 0	1859
	" - - "	45 0 0	1860
	" - - "	9 2 6	1862
469	Unsworth, St. George's - - N.S.	360 0 0	1846
	" " - "	60 0 0	1847
	" " - "	12 0 0	1849
	" " - "	20 0 0	1851
469	†Unsworth - - Wes.		
465	Upholland, Girls - N.S.	198 0 0	1850
465	†Upholland, Grammar School, Lower Division - - 12		
465	†Upholland, Lord Crawford's Ch. S.		
465	Upholland, Mixed (late Holland Moor) - N.S. 12	100 0 0	1850
	" " - "	8 5 4	1854
470	Urmston Ch. of E. 12	225 12 0	1859
486	†Urswick, Grammar School - - 6		
470	†Walkden Moor - N.S. 9		
468	†*Walmsley* - - N.S.	*200 0 0	1846
	" - - "	150 0 0	1846
469	Walmersley, Christ's Ch. - - N.S. 6	*150 0 0	1840
482	Walton-le-Dale - N.S. 10	*300 0 0	1836
	" - - "	149 0 0	1859
462	†Walton-on-the-Hill- N.S. 11		
476	Wardle - - N.S. 6	270 0 0	1844
466	Wargrave - - N.S. 10	450 0 0	1845
	" - - "	45 0 0	1846
	" - - "	20 0 0	1852
	" - - "	73 5 1	1861
466	Warrington - - B.S. 10	235 0 0	1841
	" - - "	66 10 0	1851
	" - - "	18 0 0	1852
	" - - "	100 0 0	1854
	" - - "	113 0 0	1858
466	Warrington, Boys' Model - - N.S. 10	*415 0 0	1834
	" " - -	*85 0 0	1839
	" " - -	31 1 0	1851
466	Warrington (Girls and Infants *only*) Model - - N.S.	574 10 0	1850
	" " - "	75 0 0	1850
	" " - "	27 0 0	1857
466	Warrington, St. Alban's - - R.C. 5	639 0 0	1860

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	LANCASHIRE—*cont.*		
466	†Warrington, St. Alban's, Girls and Infants - - R.C. 5		
466	Warrington, Heath-side, St. Paul's and Trinity - - N.S. 11	360 0 0	1853
	" " - "	82 0 0	1858
485	‡Warton, Parish Grammar School.		
475	Waterhead - - N.S. 5	187 13 4	1854
462	Waterloo, Christ Church - - N.S. 5	106 0 0	1843
	" " - "	105 0 0	1851
462	†Wavertree, Infants - B.S. 12		
483	†Weeton - - N.S 5		
480	*Wensley Fold* N.S.	210 0 0	1845
	" " - "	35 0 0	1848
468	Westhoughton - Par.	612 0 0	1861
468	*Westhoughton, Daisy Hill, Infts.* - N.S.	43 0 0	1841
467	†Westleigh - - N.S. 2		
479	Whalley - - N.S. 4	*40 0 0	1836
	" - - "	183 0 0	1847
470	†Whalley Range, St. Margaret's, Girls and Infants - N.S.		
481	*Wheelton* - - N.S.	50 0 0	1844
481	White Coppice - N.S.	45 0 0	1844
	" - - "	30 0 0	1844
476	†Whitworth - - N.S. 6		
485	†Whittington - N.S. 6		
481	Whittle-le-Woods - N.S. 2	*53 0 0	1834
	" - - "	77 10 6	1858
463	*Widnes Dock* - N.S.	*a*30 0 0	1841
463	Widnes Dock, St. Mary's - - N.S. 10	235 0 0	1863
463	Widnes Dock, St. Marie's - - R.C. 5	302 10 0	1861
465	†Wigan - - Wes. 5	1,644 0 0	1857
465	Wigan - - Pres. 4	90 0 0	1852
465	Wigan, Blue Coat - N.S. 11	329 0 0	1859
465	*Wigan, St. Catherine's* - - N.S.	*450 0 0	1835
465	Wigan, St. George's N.S. 11	*306 0 0	1839
465	Wigan, St. John's - R.C. 4	38 0 0	1854
	" " "	106 13 4	1855
465	†Wigan, St. Joseph's R.C.		
465	Wigan, St. Mary's - R.C. 4	126 11 6	1857
465	Wigan, St. Patrick's R.C. 4	920 0 0	1853
465	Wigan, St. Thomas' N.S. 12	360 0 0	1847
	" " - "	83 10 0	1855
	" " - "	120 18 0	1859
	" " - "	14 0 0	1863
468	†Wingates School - " 4		
471	Withington - N.S. 3	100 0 0	1844
481	†Withnell Mill - Wes. 3		
480	*Witton, St. Mark's* N.S.	204 0 0	1846
482	*Woodplumpton* Ch. of E.	226 16 6	1863
463	Woolton, Much - N.S.	300 0 0	1848
463	Woolton, Little - N.S.	110 0 0	1845
	" " - "	27 0 0	1845
470	†Worsley - - N.S. 9		
470	†Worsley Edgefold, Infant School - 9		
470	†Worsley (Ellenbrook, Night) - N.S.		
470	†Worsley (RoeGreen) N.S. 7		
485	*Yealand Conyers* - N.S. 6	76 0 0	1841
	LEICESTERSHIRE.		
414	‡Appleby *b* - - B.S.		
408	†Arnesby - - N.S. 3		
414	†Ashby-de-la-Zouch, Endowed Grammar School.		
414	Ashby-de-la-Zouch - N.S. 4	*250 0 0	1837
	" " - "	60 0 0	1855
408	†Ashby Magna - Ch. of E.		
418	†Asfordby - - Ch. of E.		
411	*Aylestone* - - N.S.	75 0 0	1845
414	†Bardon Park - B.S.		
416	†Barkby - - Par. 2		
443	†Barkestone - - N.S. 1		
416	Barrow-upon-Soar Ch. S. 2	200 0 0	1859
412	†Barwell - Ch. of E.		
416	Belgrave - - N.S. 2	*60 0 0	1840
	" - - "	326 0 0	1862
415	*Belton* - - N.S. 3	82 0 0	1844
416	Birstall - - N.S. 2	165 0 0	1861
411	Blaby - - N.S.	128 13 6	1849
414	*Blackfordby* - N.S.	20 0 0	1844
427	Bottesford - - N.S. 1	418 3 0	1856
409	*Bowden, Great* - N.S.	*60 0 0	1839
418	*Branstone* - - N.S.	70 0 0	1845
444	†Breedon-on-the-Hill N.S.		
408	Broughton Astley - N.S.	95 0 0	1847
418	*Buckminster* - N.S.	40 0 0	1842
412	†Burbage - - N.S. 3		
412	†Burbage - - Wes. 7		
414	Coalville - - N.S. 3	*70 0 0	1839
	" - - "	120 0 0	1859
414	†Coalville - - B.S. 7		
427	*Croxton Keyrial* - N.S.	75 0 0	1845
418	†Dalby, Old - - B.S. 7		
444	*Diseworth* - Ch. of E.	190 0 0	1862
444	Donnington Castle - Par. 3	620 0 0	1855
418	†Eaton - - Par.		
418	†Edmonthorpe Village School. 2		
411	Enderby - - N.S. 2	411 0 0	1860
418	*Frisby-on-the-Wreake* N.S.	121 5 9	1855
408	Gilmorton - - N.S. 3	120 0 0	1858
410	†Glenn, Great Ch. of E. 2		
415	†Grace Dieu - - R.C. 9		
414	Griffydam - - Wes. 7	349 16 8	1854
409	Harborough, Market N.S.	*100 0 0	1836
	" " - "	60 0 0	1843
	" " - "	49 3 4	1859
409	*Harborough, Market* - - B.S. 2	*205 0 0	1839
418	Harby - - N.S. 1	290 0 0	1861
415	Hathern - - N.S. 3	254 0 0	1850
414	*Heather* - - N.S.	40 0 0	1846
412	Higham-on-the-Hill N.S. 3	*46 0 0	1838
	" " - "	23 12 6	1855
412	†Hinckley - - N.S. 3		
412	Hinckley, Holy Trinity - - N.S.	220 0 0	1848
418	*Hose* - - - N.S.	80 0 0	1846
414	Hugglescote Infts. - N.S. 3	*51 0 0	1838
414	*Hugglescote, Mixed* N.S.	272 10 0	1863
410	†Humberston - N.S. 2		
409	Husband's Bosworth - - N.S. 2	283 0 0	1858
	" - - "	122 0 0	1860
413	Ibstock - - B.S. 7	81 0 0	1848
	" - - "	40 0 0	1852
	" - - "	22 5 0	1856

a This school is now useless in consequence of a railway passing close to it.
b School does not now exist.

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	LEICESTERSHIRE—*cont.*			
413	†Ibstock - -	N.S.	*a*	
444	Kegworth - -	N.S. 3	133 0 0	1840
409	Kibworth-Beauchamp	N.S.	115 0 0	1843
	" - -	"	32 0 0	1856
408	†Kilworth, North -	N.S. 3		
408	Kilworth, South -	N.S. 3	*40 0 0	1835
	" " -	"	41 0 0	1851
	" " -	"	36 0 0	1859
408	†Kimcote - -	N.S.		
411	†Kirby Muxloe	Ch. of E. 3		
411	*Knighton* - -	N.S.	45 0 0	1841
427	†Knipton - -	N.S. 1		
417	†Leicester - -	P.U.		
417	*Leicester, (Archdeacon Lane) Infts.*	B.S.	*100 0 0	1838
417	†Leicester, Central County - -	N.S. 2		
417	Leicester, Ch. Ch. -	N.S.	150 0 0	1841
417	Leicester (Curzon Street) - -	N.S.	237 3 4	1853
417	†Leicester (Great Meeting Day) -	B.S. 7		
417	Leicester (Hill Street)	B.S. 7	*750 0 0	1834
	" -	"	120 0 0	1855
417	†Leicester (Knighton Street) - -	N.S. 2		
417	†Leicester, St. John's	N.S. 2		
417	Leicester, St. Margaret's - -	N.S. 2	*425 0 0	1835
417	†Leicester, St. Martin's Charity Sch.	2		
417	Leicester, St. Mary's. Laxton Street	Ch. of E. 2	447 0 0	1858
	" "	"	38 10 0	1860
417	†Leicester, St. Mary's Old - -	Par. 2		
415	†Loughborough -	Wes.		
415	†Loughborough, Emmanuel, Boys -	N.S.		
415	Loughborough, Emmanuel, Infant -	N.S. 3	150 0 0	1854
	" -	"	261 0 0	1858
415	Loughborough, Lancasterian Boys' School - -	7	163 0 0	1859
415	†Loughborough, St. Marie's - -	R.C. 9		
409	Lubenham - -	N.S. 2	527 0 0	1859
408	†Lutterworth	Ch. of E. 3		
413	*Markfield* -	Ch. of E.	158 7 6	1862
418	Melton Mowbray, Free - -	N.S.	20 0 0	
			100 0 0	1852
418	*Melton Mowbray*	Ch. of E. 2		1854
418	†Melton Mowbray -	B.S. 7		
414	†Moira -	Ch. of E. 3		
	†Mount St. Bernard, Agricultural Colony, Roman Catholic Reformatory.			
413	†Nailstone - -	N.S. 3		
413	†Nailstone, Infant -	N.S.		
411	Oadby - -	N.S. 3	220 0 0	
413	†Peckleton, Juvenile Reformatory.			1848
416	Queeniborough -	N.S.	85 0 0	
416	Quorndon - -	N.S. 3	*48 0 0	1848
	" - -	"	12 0 0	1837
	" - -	"	10 12 6	1847
416	†Rearsby	Ch. of E.		1862

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	LEICESTERSHIRE—*cont.*			
427	†Redmill - -	N.S.		
416	Rothley - -	N.S.	*69 0 0	1839
	" - -	"	17 3 4	1855
418	*Scalford* - -	N.S.	20 0 0	1846
412	Sharnford - -	N.S. 3	70 0 0	1846
	" - -	"	9 0 0	1858
397	Sheepy - -	N.S.	108 0 0	1848
415	Shepshed - -	N.S. 3	*200 0 0	1837
	" - -	"	17 0 0	1850
	" - -	"	30 0 0	1855
	" - -	"	21 0 0	1858
415	†Sheepshed - -	R.C.		
412	Shilton (Earl's) -	N.S. 3	389 14 0	1859
416	Sileby - -	N.S. 2	578 0 0	1859
413	*Stapleton* - -	N.S.	75 0 0	1848
412	*Stoke Golding Grammar School* - -		40 0 0	1842
418	‡Stonesby - -	N.S.		
414	Swannington -	N.S. 4	276 12 0	1862
418	*Swepstone* - -	N.S.	40 0 0	1844
416	†Syston - -	N.S. 2		
414	*Thringstone* - -	N.S.	52 10 0	1844
	" - -	"	20 19 4	1858
411	Thurlaston, B., G., and Infants -	N.S. 2	294 6 0	1854
	" - -	"	150 0 0	1859
416	Thurmaston - -	N.S. 2	125 0 0	1845
	" - -	"	15 0 0	1846
	" - -	"	40 6 0	1857
418	†Twyford - -	Wes. 7		
418	Twyford - -	N.S. 2	54 0 0	1846
	" - -	"	22 0 0	1856
418	Waltham-on-the-Wolds - -	N.S. 2	150 0 0	1847
415	†Whatton, Long -	N.S. 3		
414	Whitwick - -	N.S. 3	*45 0 0	1836
	" - -	"	484 0 0	1858
	" - -	"	212 0 0	1858
411	†Wigston, Great -	B.S. 7		
411	Wigston, Great -	N.S. 3	50 0 0	1843
	" - -	"	35 0 0	1844
	" - -	"	15 0 0	1856
	" - -	"	11 0 0	1857
	" - -	"	26 10 0	1858
416	*Woodhouse* - -	N.S.	*66 0 0	1838
416	Woodhouse Eaves, Day & Even. -	N.S. 3	181 0 0	1860
414	Woodville - -	N.S.	150 0 0	1849
	" - -	"	25 4 0	1855
	" - -	"	16 2 8	1860
415	Wymeswold - -	N.S. 2	108 0 0	1847
	" - -	"	31 0 0	1854
	LINCOLNSHIRE.			
430	Alford - -	N.S. 4	23 18 6	1860
433	†Alkborough -	N.S. 10		
433	†Appleby - -	N.S. 10		
428	Bardney - -	Wes. 2	391 0 0	1857
428	†Bardney, Kitching's Charity School.			
442	Barkstone - -	N.S. 3	*50 0 0	1835
433	Barton-on-Humber	N.S. 10	350 0 0	1815
	" " -	"	71 6 8	1859
433	Barton-on-Humber	Wes. 2	396 15 0	1850
	" " -	"	220 0 0	1857
442	Bassingham - -	Wes. 1	279 0 0	1856
442	Bassingham - -	N.S. 2	214 0 0	1856
432	*Beesby* - -	N.S.	15 0 0	1845

a Inspection discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.			Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	LINCOLNSHIRE—*cont.*						
431	Belleau and Aby	N.S.	4	115	10	0	1857
	" "	"		50	0	0	1859
442	Bennington, Long	N.S.	3	161	0	0	1848
	" "	"		52	0	0	1849
	" "	"		30	0	0	1854
425	*Bicker*	N.S.		72	0	0	1846
431	Binbrooke	N.S.		100	0	0	1843
434	*Blyton*	N.S.		75	0	0	1844
430	‡Bolingbroke, New	N.S.					
430	*Bolingbroke (Old) and Hareby Girls*	N.S.		40	0	0	1841
	" " Old, "	"		25	0	0	1854
430	Bolingbroke, Mixed	N.S.	5	45	0	0	1842
425	Boston	N.S.	6	497	5	0	1850
	"	"		135	12	8	1859
425	Boston	B.S.	3	28	19	5	1852
425	Boston, Industrial	Wes.	3	419	0	0	1850
	" "	"		39	7	0	1857
425	†Boston, East, Infant School.		6				
425	†Boston, St. James', West Church	N.S.	6				
433	*Bottesford*	N.S.		100	0	0	1847
432	†Brocklesby Park	N.S.	10				
442	†Broughton (Brant)	Wes.	1				
430	Burgh	Wes.	2	102	0	0	1858
	"	"		27	10	0	1862
427	‡Burton Coggles	Par.					
434	†Butterwick, West	Ch. of E.	5				
432	Caistor	N.S.	10	456	0	0	1860
442	†Carlton-le-Moorlands	N.S.					
431	*Carlton (Little) Inft.*	N.S.		90	0	0	1858
432	†Claxby	N.S.					
442	†Claypole	N.S.	2				
432	Cleethorpe	N.S.	10	349	1	5	1857
431	*Cockerington*	N.S.		42	0	0	1843
427	†Colsterworth	N.S.	3				
429	‡Coningsby	Wes.					
429	*Coningsby*	N.S.		*60	0	0	1836
431	Covenham, Saint Mary's	N.S.	4	28	0	0	1857
	" "	"		1	1	0	1860
422	†Deeping, St. James'	N.S.	7				
421	†Deeping West Charity	Ch. of E.	7				
431	*Donington-on-Baine*	N.S.		90	0	0	1850
	" "	"		100	0	0	1853
423	*Dunston*	N.S.		45	6	8	1852
511	Epworth	N.S.	11	70	0	0	1846
	"	"		23	10	0	1861
434	†Ferry, West	Wes.	2				
428	*Fiskerton*	N.S.		278	0	0	1861
442	*Foston*	N.S.		84	0	0	1848
430	Friskney, Endowed	Ch. of E.	5	350	0	0	1860
420	*Fulletby*	N.S.		115	0	0	1859
434	Gainsborough	N.S.	11	100	0	0	1845
	"	"		68	0	0	1856
434	Gainsborough	Wes.	2	250	0	0	1847
431	*Guyton-le-Marsh*	N.S.		*31	0	0	1838
424	Gedney, Drove End	Ch. of E.		264	0	0	1857
424	*Gedney Hill*	Par.		286	0	0	1860
433	Glandford Brigg	N.S.	10	425	0	0	1855
423	*Gosberton*	N.S.		199	4	4	1856
	"	"		57	15	0	1860
434	Goxhill	Wes.	2	360	0	0	1856
427	Grantham	N.S.	3	150	0	0	1844
	"	"		40	0	0	1854
	"	"		36	9	0	1855
	"	"		52	0	0	1857
	"	"		1,250	0	0	1859
427	†Grantham, Hurst's Charity Sch.			*a*			
427	Grantham	B.S.	10	*100	0	0	1835
	"	"		14	18	10	1856
	"	"		10	12	6	1861
427	Grantham (Brownlow), Infts. and Sunday School	Ch. of E.	3	*105	0	0	1835
	"	"		150	0	0	1859
427	†Grantham, St. Mary's	R.C.					
427	Grantham (Welby)	N.S.	3	308	0	0	1858
432	†Grasby	N.S.	10				
421	‡Greatford	N.S.					
432	Grimsby, Great, Boys and Girls	N.S.	10	344	18	9	1862
432	†Grimsby, Girls	Ch. of E.					
432	Grimsby	Wes.	2	1,050	0	0	1858
432	†Grimsby, Great	R.C.					
426	†Hale Magna	Ch. of E.	6				
433	*Halton East*	Par.		18	0	0	1859
430	Halton Holegate	N.S.	5	70	0	0	1848
428	Harnston	N.S.	2	110	0	0	1852
	"	"		45	2	0	1855
432	Hatcliffe	Wes.	7	255	0	0	1856
426	Heckington	N.S.	6	108	0	0	1846
428	†Heighington, Girls	N.S.					
426	†Helpringham	N.S.					
427	†Heydour	N.S.	3				
430	Hogsthorpe	N.S.	4	400	0	0	1859
424	Holbeach	N.S.	6	75	0	0	1845
424	*Holbeach, St. John's*	N.S.		75	0	0	1858
433	†Holland, New	N.S.	10				
428	†Holton-le-Bickering	Ch. of E.	2				
429	Horncastle	N.S.	2	46	10	0	1859
429	Horncastle	Wes.	3	580	0	0	1860
	"	"		207	0	0	1862
429	*Horsington*	N.S.		197	2	6	1862
433	†Howsham	B.S.	2				
430	Huttoft	N.S.		17	0	0	1841
	"	"		22	0	0	1842
430	†Keal, West	N.S.	5				
426	*Kirkby-la-Thorpe and Asgarby*	Ch. of E.		106	5	0	1862
433	Kirton-in-Lindsey	N.S.		*67	0	0	1838
432	†Laceby	N.S.					
432	†Laceby	Wes.	2				
432	†Laceby, Stanford's Charity	N.S.	10				
428	*Langworth in Nowbold*	Ch. of E.		249	8	0	1861
425	Leake, New	Wes.	3	180	0	0	1852
425	Leake	B.S.	3	360	0	0	1857
432	*Legsby*	N.S.		40	0	0	1849
428	*Lincoln*	B.S.	2	206	0	0	1841
428	Lincoln	Wes.	2	1,427	0	0	1860
428	Lincoln Diocesan Practising Sch.		12	133	17	6	1862
428	†Lincoln, Eastgate (Miss Cookson's)	N.S.	12				
428	Lincoln, North Dis.	N.S.	12	397	10	0	1862
428	†Lincoln, St. Peter's, Central	N.S.	12				
432	Lissington	N.S.	1	160	0	0	1855

a This school is merged into Grantham N.S.

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	LINCOLNSHIRE—*cont.*		
431	Louth, Girls and Infants - - N.S. 4	*75 0 0	1836
	" - - "	*130 0 0	1836
431	†Louth, Boys - N.S. 4		
431	Louth - - B.S. 2	450 0 0	1841
	" - - "	168 0 0	1856
431	Louth - - Wes. 2	620 0 0	1859
431	*Ludborough, St. Mary's* - Ch. of E.	150 0 0	1861
433	Manton - - N.S. 11	155 0 0	1857
431	Marsh Chapel - N.S. 10	*60 0 0	1838
434	*Marton* - - N.S.	82 0 0	1841
433	Messingham - N.S. 11	110 7 10	1854
428	†Metheringham - Wes. 3		
428	†Navenby, Girls Ch. of E. 2		
428	Nettleham - - N.S. 1	399 0 0	1859
434	†Newton-on-Trent - Par.		
432	Newton (Wold) - N.S. 10	40 0 0	1845
428	†Nocton - Ch. of E. 2		
422	*Northorpe* - - N.S.	48 0 0	1848
430	*Orby* - - - N.S.	*28 0 0	1837
430	†Ormsby-cum-Kelsby N.S. 4		
428	*Owmby* - - N.S.	*36 0 0	1836
434	Owston - - N.S. 10	81 0 0	1842
430	Partney - - N.S. 5	220 0 0	1858
423	Pinchbeck, East - N.S. 6	140 0 0	1844
423	†Pinchbeck, West - N.S. 6		
428	*Potterhanworth* - N.S.	196 0 0	1856
432	Rasen (Market) - N.S. 2	79 6 8	1857
428	†Repham - Ch. of E.		
431	*Reston* - - Par.	86 0 0	1859
429	†Revesby - - Par. 5		
422	†Rippingale - Ch. of E. 6		
426	Rowston, or Roulston - - N.S.	78 10 0	1853
426	†Ruskington - - N.S. 6		
431	*Saleby* - - N.S.	50 0 0	1846
431	Saltfletby, Parish Day N.S.	64 0 0	1856
433	†Saxby - - N.S. 2		
428	Saxilby - - N.S.	120 0 0	1846
	" - - "	18 10 0	1849
	" - - "	41 19 3	1858
442	†Scarle, North - N.S.		
434	Scottor and Scotton N.S. 11	*100 0 0	1837
	" " - "	100 0 0	1847
	" " - "	26 0 0	1855
430	†Skegness - - N.S. 5		
428	Skellingthorpe - N.S. 1	224 8 0	1857
430	*Skendleby* - N.S.	60 0 0	1845
427	†Skillington - - N.S. 3		
425	Skirbeck - - N.S. 6	190 0 0	1840
425	Skirbeck, St. Nicholas' - - N.S. 6	110 5 0	1863
426	†Sleaford - - Wes. 10		
426	Sleaford, New (Alvey's Charity) - N.S. 6	154 10 0	1852
426	Sleaford, Infants - N.S. 6	432 0 0	1857
428	*Southrow* - Ch. of E.	234 0 0	1857
423	Spalding - - N.S. 6	350 0 0	1846
	" - - "	33 6 8	1856
	" - - "	178 11 0	1860
423	Spalding - - B.S. 3	*180 0 0	1839
	" - - "	116 0 0	1858
430	Spilsby - - N.S. 5	596 0 0	1860
427	Spittlegate - - N.S. 3	50 0 0	1844
	" - - "	39 3 4	1860
427	†Spittlegate - - Wes. 10		
421	†Stamford, St. George's - - N.S. 3		
421	†Stamford, St. John's N.S. 3		
421	†Stamford, St. Michael's - - N.S. 3		
430	*Stickford* - - N.S. 11	93 0 0	1847
424	*Sutton, Long* - B.S.	*168 0 0	1836
424	†Sutton, Long, Girls N.S. 7		
424	Sutton Bridge, St. Matthew's Ch. of E. 7	300 0 0	1859
424	*Sutton, St. Nicholas'* N.S.	84 0 0	1849
431	Swaby - - - N.S.	143 0 0	1858
	" - - "	65 0 0	1861
429	*Tattershall* - - N.S. 5	242 12 0	1863
432	†Tealby, D'Eyncourt School - - 2		
429	Tetford - - Wes. 3	57 12 8	1862
431	Tetney - - Wes. 2	318 0 0	1857
431	Thoresby, North - Wes. 2	341 0 0	1856
426	Timberland - - N.S. 6	66 5 0	1850
430	*Toynton All Saints'* N.S.	100 0 0	1846
424	Tydd, St. Mary's - N.S.	200 0 0	1858
421	†Uffington (Earl Lindsey's) - N.S. 3		
430	Ulceby - - N.S. 2	187 2 0	1848
	" - - "	35 0 0	1860
428	Waddington Ch. S. 1	176 0 0	1855
430	†Wainfleet - - Wes. 2		
430	*Wainfleet, All Saints'* - N.S. 5	351 0 0	1857
430	Wainfleet, All Saints' and Northolme, Infants - - N.S.	77 0 0	1860
430	†Wainfleet, St. Mary's N.S. 5		
432	Waltham - - Wes. 2	380 0 0	1858
426	Wellingore - - N.S. 3	45 0 0	1848
428	†Welton - - Par. 1		
431	Welton-le-Wold - N.S. 4	*25 0 0	1840
	" - - "	275 8 0	1860
423	†Weston, St. Mary's N.S. 6		
424	*Whaplode Drove* - N.S.	50 0 0	1845
	" " - "	11 19 6	1859
429	*Wildmore Fen, Gipsey Drove* - - N.S.	216 0 0	1858
434	*Willoughton* - N.S.	56 0 0	1846
433	Winterton - - N.S. 10	*90 0 0	1840
	" - - "	68 4 8	1857
433	Winterton - - Wes. 2	105 0 0	1851
	" - - "	121 8 0	1861
433	Winteringham - N.S. 10	80 0 0	1846
	" - "	50 0 0	1855
	" - "	38 0 0	1858
431	Withern - - N.S. 4	81 15 0	1850
	" - - "	148 10 0	1859
433	Wrawby - - N.S. 10	60 0 0	1842
	" - - "	60 0 0	1846
	" - - "	38 0 0	1856
431	*Yarburgh* - - Par.	55 15 6	1861
	MIDDLESEX.		
134	Acton - - N.S. 9	153 0 0	1853
	" - - "	172 15 0	1862
134	†Acton - - Wes. 3		
9	†Agar Town, Boys - N.S. 11		
9	†Albany Street, St. Anne's - - R.C.		
132	†Ashford - - N.S. 5		
3	†Audley St. (North), St. Mark's - N.S. 10		

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	MIDDLESEX—*cont.*				
3	†Audley St. (South), Grosvenor Chapel School - -		10		
9	Baldwin's Gardens -	N.S.	4	28 0 0	1848
	" " -	"		10 0 0	1849
9	†Baldwin's Place, St. John's - -	N.S.			
19	*Barbican, St. Giles' (Jacob's Well Court)* - -	B.S.		*150 0 0	1835
	Barnabas', St.	*See* London, King Sq.			
1	†Bayswater - -	N.S.	10		
1	†Bayswater, St. Mary's - -	R.C.			
132	Bedfont - -	N.S.	6	108 0 0	1848
	" - -	"		24 15 0	1860
21	Bethnal Green (Aboy Street) -	B.S.	3	*750 0 0	1839
	" " " -	"		497 0 0	1843
	" " " -	"		200 0 0	1851
	" " " -	"		271 0 0	1857
21	Bethnal Green (Castle Street), Gascoigne Place -	B.S.	6	470 0 0	1841
	" " "	"		100 0 0	1842
	" " -	"		80 10 0	1850
	" " -	"		50 0 0	1854
	" " -	"		66 0 0	1861
21	†Bethnal Green (Nova Scotia Gardens) -	N.S.	8		
21	*Bethnal Green, St. Andrew's - -*	N.S.		395 0 0	1846
21	Bethnal Green, St. Bartholomew's (Upper) - -	N.S.		400 0 0	1845
	" " -	"		150 0 0	1856
21	Bethnal Green, St. Bartholomew's Elementary -	N.S.	3	486 0 0	1856
21	Bethnal Green, St. James' the Gt. -	N.S.		404 0 0	1848
	" " " -	"		20 0 0	1854
21	Bethnal Green, St. James' the Less -	N.S.	3	757 16 0	1860
	" " " -	"		640 7 0	1861
21	Bethnal Green, St. John's - -	N.S.	5	600 0 0	1843
	" " " -	"		21 6 8	1859
	" " " -	"		7 12 6	1860
	" " " -	"		65 0 0	1861
21	Bethnal Green, St. Jude's - -	N.S.	3	500 0 0	1848
21	Bethnal Green, St. Matthew's -	N.S.	4	20 0 0	1845
	" " " -	"		50 0 0	1849
	" " " -	"		26 0 0	1858
	" " " -	"		160 0 0	1861
21	Bethnal Green, St. Matthias' - -	N.S.	6	494 0 0	1852
	" " " -	"		4 10 0	1857
	" " " -	"		39 0 0	1858
21	Bethnal Green, St. Peter's - -	N.S.	4	561 13 4	1852
	" " " -	"		11 16 0	1859
21	Bethnal Green, St. Philip's - -	N.S.	3	636 0 0	1854
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) -	N.S.	3	400 0 0	1845
	" " " -	"		7 17 4	1853
	" " " -	"		15 6 8	1858
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) -	N.S.		400 0 0	1856
21	Bethnal Green, St. Thomas' - -	N.S.	3	583 0 0	1851
	" " -	"		1 0 0	1858
19	*Blackfriars, St. Andrew's Hill, Inft.*	N.S.		142 0 0	1847
7	†Blandford Square -	R.C.	2		
7	†Blandford Square Reformatory -	R.C.	2		
12	†Bloomsbury - -	N.S.	3		
12	†Bloomsbury (Broad Street), Refuge for Girls.				
12	†Bloomsbury, Great Queen St. Refuge Bloomsbury, St. George the Martyr's (Theobald's Road) Boys	N.S.		(*See* Holborn.)	
134	Brentford - -	B.S.	4	*250 0 0	1834
	" - -	"		814 0 0	1860
134	Brentford (New) G. -	N.S.	10	*90 0 0	1840
	" " -	"		80 10 0	1861
134	Brentford (New), Boys	N.S.	10	46 0 0	1859
134	*Brentford, Old* -	N.S.		*85 0 0	1839
14	† Britannia Court, Gray's Inn Road, Industrial School.				
25	Bromley, George St.	B.S.	11	*125 0 0	1839
	" " -	"		10 7 0	1860
25	Bromley, St. Leonard's - -	N.S.	11	17 10 0	1849
	" " -	"		340 0 0	1852
25	†Bromley, St. Michael and All Angels' -	N.S.	10		
1	Brompton - -	N.S.	10	400 0 0	1842
	" - -	"		42 0 0	1848
	" - -	"		28 2 6	1858
1	†Brompton, the Oratory - -	R.C.	3		
1	†Brompton, Lower Grove, Indust. -	R.C.			
1	†Brompton (Marlboro' Square) -	R.C.	3		
1	†Brompton, St. Martha's Reformatory	R.C.			
1	†Brompton, West, St. Mary's, Juvenile and Infants -	N.S.	1		
5	Buckingham Palace, Royal Mews School		4	*100 0 0	1834
16	†Bunhill Row, Moorfields - -	R.C.			
16	†Bunhill Row, St. Joseph's - -	R.C.	6		
9	†Camden Town, Family Home -				
9	Camden Town -	N.S.	3	*100 0 0	1839
	" " -	"		500 0 0	1849
	" " -	"		25 9 4	1850
9	†Camden Town, (Brook Street), Ragged and Reformatory,				

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	MIDDLESEX—*cont.*				
134	†Central London District School (Hanwell).				
7	†Charles Street, St. Andrew's, School of Industry.				
12	†Charles Street, Drury Lane	R.C.	2	3,000 0 0	1858
16	Charterhouse, St. Mary's (Golden Lane), Free School		9	5,900 0 0	1857
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) (Boys' Department)	N.S.	9		
	" " "				
	" " "				
	" " "				
	" " "			430 0 0	1847
16	Charterhouse, St. Thomas', Upper and Lower, (Girls' Department)	N.S.	9	11 0 0	1849
				100 0 0	1852
				1,954 13 4	1853
16	Charterhouse, St. Thomas', Upper and Lower, (Infant Department)	N.S.	9	939 0 0	1856
16	Charterhouse, St. Thomas', Upper and Lower, (Girls' Juvenile Department)	N.S.	9		
2	Chelsea, Ch. Ch.	N.S.	1	318 0 0	1843
	" " "			12 0 0	1847
	" " "			112 10 0	1852
	" " "			20 0 0	1856
2	†Chelsea, School of Discipline.				
2	†Chelsea (Sloane Street), Female Home.				
2	†Chelsea, St. Joseph's	R.C.	2		
2	Chelsea, St. Jude's	N.S.	11	266 0 0	1846
	" " "			4 13 4	1855
	" " "			27 0 0	1856
2	†Chelsea, St. Jude's, Ragged School.				
2	Chelsea, St. Luke's (Park Chapel)	N.S.	2	14 6 8	1852
2	†Chelsea, St. Luke's	Par.	2		
2	†Chelsea, St. Luke's, Infants, Markham Street	Ch. of E.	2		
2	Chelsea, St. Mark's, Practising School		1	733 0 0	1854
2	†Chelsea, St. Mary's, Infants	R.C.	3		
2	Chelsea (Upper), St. Saviour's	N.S.	2	50 0 0	1847
	" "			549 10 0	1863
2	Chelsea (Upper), Trinity	N.S.	1	*63 0 0	1837
	" " "			106 0 0	1847
	" " "			25 0 0	1848
	" " "			15 10 0	1848
	" " "			15 0 0	1851
	" " "			12 0 0	1854
	" " "			3 16 0	1855
	MIDDLESEX—*cont.*				
134	†Chiswick, Boys	N.S.	9		
134	†Chiswick, Girls	N.S.	9		
16	City Road, St. Matthew's	N.S.	12	250 0 0	1853
15	†Clerkenwell, Church of the Holy Trinity	R.C.	11		
15	†Clerkenwell, St. Mark's	N.S.	3		
15	‡Clerkenwell, Lamb and Flag Ragged School.				
15	Clerkenwell, St. Paul's	N.S.	7	1,083 0 0	1862
15	†Clerkenwell, Upper Rosoman Street	R.C.	11		
23	†Commercial Road, St. Patrick's and St. Augustine's	R.C.	3		
5	Crown Court	Ch. of S.	1	375 0 0	1849
	"	"		125 0 0	1859
11	†Dalston Refuge for the Destitute.				
133	Drayton, West	N.S.	6	471 0 0	1860
18	†Dunstan's, St., in the West	N.S.	2		
3	†Dufour's Place, St. Edward's	R.C.	2		
134	†Ealing	N.S.	4		
134	†Ealing	B.S.	6		
134	†Ealing, Girls, Lady Rawlinson's Charity School		4		
134	Ealing, St. Mary's and Ch. Ch., Inft.	N.S.	4	179 17 6	1863
137	*Edmonton (Upper)*	Ch. of E.		118 0 0	1852
137	†Enfield	N.S.	6		
137	*Enfield*	B.S.		*200 0 0	1840
137	†Enfield Lock Factory (Government School)		6		
137	Enfield Highway, St. James' Chapel	N.S.	6	*203 0 0	1854
	" "	"		202 12 5	1860
137	Enfield, St. James', (Ponder's End), Infants	N.S.	6	85 0 0	1841
137	*Enfield, Jesus Chapel (Bull's Cross)*	N.S.		75 0 0	1850
132	Feltham	N.S.	5	30 0 0	1857
	"	"		91 7 6	1861
136	*Finchley*	B.S.		60 0 0	1842
136	Finchley, Holy Trinity, National and Industrial School			300 0 0	1848
	" "			200 0 0	1849
	" "			100 0 0	1851
	" "			10 0 0	1852
136	Finchley, St. Mary's	N.S.	6	1,058 15 6	1855
16	Finsbury, St. James' (Curtain Road)	N.S.	2	600 0 0	1854
16	Finsbury, St. Paul's	N.S.	2	365 0 0	1845
16	Finsbury, Whitecross Place	B.S.		452 0 0	1843
16	Finsbury (Wilson Street)	Wes.	*a*	20 0 0	1857
14	*Fisher Street (Red Lion Square)*	B.S.		*334 0 0	1834
9	†Fitzroy Square	B.S.	*b*		

a School premises sold and building grant repaid. *b* Gratuity only.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.			Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
	MIDDLESEX—*cont.*						
136	Friern Barnet	N.S.	7	373	10	0	1854
1	Fulham, All Saints'	N.S.	3	150	10	0	1862
1	*Fulham, St. Mary's North End*	N.S.		142	0	0	1848
1	†Fulham, St. Thomas'	R.C.	4				
12	Gate Street	R.C.	2	100	0	0	1851
23	George's, St., in the East, Ch.Ch.(Walburgh St.), Lower	Ch. of E.	11	175	0	0	1844
	" " "	"		1,044	18	5	1858
	" " "	"		20	0	0	1860
23	†George's, St., in the East, Mission	Ch. of E.	5				
23	George's, St., in the East, St. Mary's (Johnson Street), Upper	N.S.	11	1,078	0	0	1849
23	†George's, St., in the East (Pell Street)	R.C.	3				
23	†George's, St., in the East, St. Matthew's	N.S.	11				
12	Giles', St., in the Fields, Endell St., Long Acre	N.S.	4	3,000	0	0	1861
12	†Giles', St., in the Fields, Trinity, (Parker Street, Drury Lane)	N.S.		*a*			
12	†Giles', St., in the Fields, and St. George's, Bloomsbury	Par.	4				
9	Gordon Square, All Saints'	N.S.	11	1,902	0	0	1858
11	Hackney, St. John's, Free and Parochial School		7	56	14	8	1859
11	Hackney (Pleasant Place), Infants' School		7	59	16	10	1859
11	†Hackney, South (Charity)	N.S.	10				
11	†Hackney, Trewint Industrial Home.						
11	Hackney, West	N.S.	3	*200	0	0	1838
21	†Hackney Road, Adelphi Chapel, Gloucester Street	B.S.	3				
21	*Hackney Road (Ann's Place*	B.S.		200	0	0	1841
	" "	"		40	0	0	1845
20	Hackney Road (Weymouth Ter.)	B.S.	6	600	0	0	1841
	" "	"		85	0	0	1850
	" "	"		45	0	0	1855
	" "	"		246	19	4	1858
20	*Haggerstone (Hertford Place*	B.S.		*50	0	0	1838
20	†Haggerstone, St. Augustines'	Ch. of E.	9				
20	Haggerstone, St. Mary's	N.S.	4	*240	0	0	1839
	" "	"		114	0	0	1843
	" "	"		20	0	0	1849
	" "	"		25	0	0	1853
20	Haggerstone, Stonebridge, All Saints'	N.S.	9	407	0	0	1858
1	*Hammersmith*	B.S.		*150	0	0	1838
	MIDDLESEX—*cont.*						
1	†Hammersmith, Asylum of the Good Shepherd Reformatory	R.C.					
1	†Hammersmith, Brook Green, Blyth House Reformatory.						
1	Hammersmith, St. Mary's, Practising School	R.C.	2	276	0	0	1852
1	Hammersmith, St. Paul's	N.S.	3	*120	0	0	1837
	" "	"		23	6	8	1855
1	Hammersmith, St. Peter's, Boys	N.S.	9	391	0	0	1861
1	†Hammersmith, St. Peter's, Girls	N.S.	9				
1	Hammersmith, St. John's	Ch. of E.		200	0	0	1853
8	Hampstead, Ch. Ch.	N.S.	5	631	16	0	1856
	" "	"		137	10	0	1862
8	†Hampstead Family Home.						
8	Hampstead, St. John's	Par.	3	1,386	0	0	1857
8	†Hampstead, St. John's Chapel (Downshire Hill)	N.S.	4				
8	†Hampstead, St. Mary's	R.C.					
8	*Hampstead (West End)*	N.S.		110	0	0	1846
47	†Hampton, Girls	N.S.					
47	Hampton Wick	N.S.		30	0	0	1845
47	†Hampton Wick, Free School		3				
134	Hanwell	N.S.	4	829	16	0	1855
132	*Hanworth*	N.S.		90	0	0	1848
132	*Harlington and Cranford*	N.S.		166	0	0	1848
132	Harmondsworth	N.S.	12	75	0	0	1847
	"	"		17	3	9	1860
135	Harrow Greenhill	N.S.	6	96	0	0	1860
135	Harrow Weald	N.S.	7	305	2	0	1860
18	†Harp Alley (Farringdon Street)	B.S.	6				
135	Harrow-on-the-Hill	N.S.	5	*50	0	0	1838
	" "	"		240	0	0	1853
	" "	"		264	0	0	1855
13	Hart Street, Covent Garden	B.S.	1	*400	0	0	1830
	" "	"		41	6	8	1859
14	†Hatton Garden, St. Andrew's	Par.	11				
133	*Hayes Infant School*	N.S.		*60	0	0	1837
133	†Hayes, Triplett's Charity		6				
135	Hendon	N.S.	6	754	0	0	1858
	"	"		25	0	0	1861
135	Hendon, All Saints'	Ch. of E.	6	276	0	0	1857
134	Heston (Hounslow Heath)	N.S.	10	170	0	0	1861
134	*Heston Indust. and National S.*			398	12	6	1861
10	†Highbury	Wes.	11				

a Inspection withdrawn.

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	MIDDLESEX—*cont.*		
10	Highbury, Metropolitan Practising School - - 1	250 0 0	1850
	" " - -	200 0 0	1853
10	*Highbury Vale, Christ Ch.* Ch. of E.	*80 0 0	1836
137	†Highgate - - B.S. 6		
137	Highgate, St. Michael's - - N.S. 4	1,800 0 0	1852
	" " - -	325 0 0	1855
133	Hillingdon, Girls and Infants - N.S. 5	108 10 10	1858
133	Hillingdon and Cowley, Boys - - N.S. 5	31 6 0	1857
14	†Holborn, St. George the Martyr, Theobald's Road, Boys N.S.		
14	†Holborn, Trinity District - - N.S. 4		
14	‡Holborn, Church of Holy Family - R.C		
14	†Home and Colonial Model School - 8		
14	†Home and Colonial Infant Model - 8		
14	†Home and Colonial Practising, Lower 8		
14	†Home and Colonial Practising, Upper 8		
25	†Home in the East Reformatory.		
11	†Homerton, St. Barnabas' - - Par. 2		
11	†Homerton, Ram's, Episcopal School.		
137	Hornsey - - N.S. 4	63 0 0	1848
	" - - "	20 0 0	1848
	" - - "	50 0 0	1849
134	†Hounslow, Subscription - Ch. S. 3		
134	†Hounslow, Infants Ch. S. 3		
20	Hoxton, St. John's - N.S. 4	550 0 0	1843
	" " - "	303 0 0	1848
	" " - "	20 0 0	1849
	" " - "	13 6 8	1851
134	†Isleworth Endowed Charity - Ch. S.		
134	†Isleworth, Woodlands, St. John's - N.S. 4		
134	†Isleworth, St. Mary's R.C. 4		
10	Islington, All Saints' N.S.	403 15 0	1853
	" " - "	85 0 0	1860
10	*Islington, All Saints' District, Infant and Sunday School* 11	70 0 0	1843
10	Islington, Chapel of Ease Branch - Par. 3	30 0 0	1860
10	†Islington Reformatory.		
10	†Islington, St. Andrew's, Infant - N.S. 2		
10	†Islington, St. Bartholomew's - N.S. 1		
10	Islington, St. James' (Holloway) - N.S.	*100 0 0	1838
	" " - "	1,000 0 0	1855
	" - "	99 7 6	1862
10	Islington, St. John's (Upper Holloway) N.S.	507 18 0	1859
10	†Islington, St. John's R.C. 3		
10	Islington, St. Jude's Ch. of E. 3	1,100 0 0	1857
	" " - "	28 0 0	1861
10	Islington, St. Mary's N.S. 4	300 0 0	1843
	" " - "	100 0 0	1850
	" " - "	23 6 8	1852
	" " - "	43 16 8	1857
	" " - "	1,300 0 0	1860
10	†Islington, St. Matthew's - N.S. 5		
10	†Islington, St. Michael's - - N.S. 10		
10	Islington, St. Paul's N.S. 4	*216 0 0	1834
	" " - "	*71 0 0	1838
10	Islington, St. Peter's N.S. 9	100 0 0	1841
	" " - "	324 0 0	1852
	" " - "	32 0 0	1852
	" " - "	60 0 0	1860
10	Islington, St. Stephen's - - N.S. 1	147 0 0	1843
	" " - "	17 3 4	1860
10	*Islington, St. Stephen's Infant* - N.S.	375 0 0	1860
10	†Islington, St. Thomas' N.S.		
10	Islington (South) and Pentonville - B.S. 6	500 0 0	1841
	" " - "	53 0 0	1859
10	Islington, Trinity - N.S. 4	54 0 0	1859
10	Islington, Union Chapel (Church Street) - - B.S. 5	*200 0 0	1839
14	*John Street Chapel (Calthorpe Street)* B.S.	*500 0 0	1836
7	†John's Wood, St. - R.C. 2		
7	‡John's Wood, St., Family Home.		
7	John's Wood, St., St. John's - N.S. 4	45 9 0	1848
	" " - "	20 0 0	1860
1	Kensall Green, St. John's - - N.S. 10	344 0 0	1850
	" " - "	96 15 0	1852
1	*Kensington (Horton Street)* - - B.S.	*200 0 0	1836
1	Kensington and Notting Hill - - N.S. 9	22 2 6	1857
1	Kensington, St. Barnabas' (Earl St.) - Par. 10	160 0 0	1848
	" - "	127 0 0	1859
1	Kensington, Ch. Ch. (Gore Lane) - N.S.	a120 0 0	1849
1	*Kensington District School (Jennings' Buildings)* - -	241 0 0	1857
1	†Kensington, Free School - - 2		
1	*Kensington Gore (Park Lane, Kensington)* - - B.S.	*30 0 0	1838
1	*Kensington Gravel Pits* - - N.S.	130 0 0	1846
1	†Kensington (Vicar Place) - - R.C. 2		
9	Kentish Town - N.S. 4	826 0 0	1849
	" " - "	20 0 0	1849
135	Kenton - - N.S. 5	33 0 0	1852
8	Kilburn, St. Paul's - N.S. 6	354 0 0	1861
3	†Knightsbridge, St. Paul's - - Par. 12		

a School pulled down.

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	MIDDLESEX—*cont.*				
132	†Laleham -	Ch. of E.	6		
24B	Latimer Chapel (Bridge Street, Mile End Road) -	B.S.		120 0 0	1840
24A	Limehouse - -	Wes.	2	312 0 0	1848
	" - -	"		15 0 0	1855
	" - -	"		9 6 8	1857
24A	Limehouse, St. Anne's - -	N.S.	12	78 10 0	1857
	" " St.	"			
24A	Limehouse, St. Anne's, Infant. and Sunday School -		12	464 0 0	1844
	" " St.	"		35 0 0	1849
24A	Limehouse, St. John's - -	N.S.	2	704 0 0	1854
	" Grove - -	"		8 8 6	1855
7	†Lisson Grove -	B.S.			
7	Lisson Grove, St. Paul's (The Bentinck Schools) -		3	1,923 0 0	1858
1	†Lisson Street (New Road), Destitute Girls' and Industrial Refuge.				
17	London, Aldersgate Ward (Packlington Schools) -		6	1,400 0 0	1860
16	London, King Sq., St. Barnabas (St. Luke's Parish) -	N.S.	11	250 0 0	1837
9	‡London, Langbourne Ward -	N.S.			
24A	†London, East (Johnson Street) Boys -	R.C.			
24A	†London, East (14, Red Lion Street, Wapping) Girls -	R.C.			
19	†London, East (Shoe Black Society), Refuge and Reformatory.				
19	†London, South-east, City, Inft. School -		12		
17	†London, Unitarian Domestic-Mission School (Chapel St., Cripplegate) -		6		
17	†London, Cripplegate, St. Bartholomew's (Moor Lane) - -	N.S.			
19	†London, Cripplegate within Ward -		2		
18	†London (Fox and Knot Court) -	B.S.	3		
17	†London (Moor Lane), St. Bartholomew's -	Ch. of E.	9		
19	†London, North-west Industrial School.				
10	†London, North-west Reformatory.				
17	†London, City of, First School -		3		
18	London, City of, Second School (Shoe Lane, Holborn) - -		3	71 10 0	1858
22	London, City of, Fourth School Fire Ball Court, Hounsditch) -		3	55 6 8	1858
19	†London, Tower Ward Charity School - -		9		
1	†Maida Hill Industrial Refuge.				
5	Martin's, St., in the Fields (Adelaide Place) - -	N.S.	3	60 0 0	1855
5	Martin's, St., in the Fields, Northern -	N.S.	3	629 0 0	1855
	" " -	"		234 1 6	1855
	" " -	"		471 0 0	1859
7	†Mary-le-bone (Bell Street), Ragged School.				
7	Mary-le-bone, Central - -	N.S.	5	2,500 0 0	1859
7	†Mary-le-bone, Bryanstone Square -	R.C.	1		
7	Mary-le-bone, Christ's Chapel -	N.S.	2	*165 0 0	1837
	" " -	"		25 0 0	1843
	" " -	"		42 0 0	1857
7	†Mary-le-bone Ch. Ch. - -	N.S.	2		
7	†Mary-le-bone, Ch. Ch., Manning Place - -	N.S.	2		
7	†Mary-le-bone, All Souls', Eastern -	N.S.	4		
7	†Mary-le-bone, Grotto Passage Ragged School.				
7	†Mary-le-bone, Hill Street, Dorset Sq., Reformatory.				
7	Mary-le-bone, Nutford Place, St. Luke's - -	N.S.	4	1,465 0 0	1861
7	†Mary-le-bone, Presbyterian Sch.				
7	†Mary-le-bone, Quebec Chapel, Girls'	N.S.	3		
7	†Mary-le-bone Lane, St. James' - -	R.C.	5		
7	†Mary-le-bone, St. Mark's - -	N.S.	3		
7	†Mary-le-bone, St. Mary's, Western -	N.S.	3		
7	†Mary-le-bone, St. Matthew's -	N.S.			
7	†Mary-le-bone, Trinity	N.S.	2		
7	†Mary-le-bone -	P.U.			
14	†Metropolitan, West, Jews' School (Red Lion Square) -		1		
23	Middlesex Society's School, Cannon Street Road, St. George's-in-the-East - -		3	770 4 0	1862
22	†Mile End New Town (Church Street) -	B.S.	1		
23	*Millwall (Poplar)* -	B.S.		252 0 0	1848
136	*Mimms, South* -	N.S.		*75 0 0	1837

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	MIDDLESEX—*cont.*	£ s. d.	
7	†Moor Street, Edgware Road - R.C.		
137	Muswell Hill, St. James' - - N.S. 7	112 10 0	1850
	" " - "	5 10 0	1858
	" " - "	47 0 0	1862
29	New North Road, Mintern Street, Hoxton - - Wes. 2	1,360 0 0	1856
	" - "		
133	†Northwood - Ch. of E. 3		
1	Norland and Kensington Potteries N.S.	*a*150 0 0	1843
133	*Northwood* - Ch. S.	170 0 0	1863
1	†Notting Dale - B.S. 3		
1	Notting Hill, St. John's - Ch. of E. 9	687 0 0	1863
1	†Notting Hill, Horbury - - B.S. 2		
1	†Notting Hill, St. Francis' - - R.C.		
1	*Notting Hill, St. James'* - - N.S. 1	293 8 9	1863
1	Notting Hill, St. Peter's - - - N.S. 2	332 13 9	1863
16	Old Street Road, St. Mark's - - N.S. 5	410 0 0	1857
	a " - "		
25	Old Ford, St. Stephen's - - N.S. 5	384 0 0	1859
1	Paddington, All Saints' - - N.S. 10	180 0 0	1852
1	Paddington Green, St. Mary's - N.S. 9	*250 0 0	1834
1	†Paddington, Harrow Road, Woodfield District - N.S. *b*		
1	†Paddington, Home Reformatory.		
1	Paddington, St. James' - - N.S. 2	927 0 0	1862
1	†Paddington, St. John's N.S. 1		
1	Paddington, St. Stephen's - - N.S. 2	628 0 0	1859
9	†Pancras, St. - - N.S. 4		
9	†Pancras (Old), St. - N.S. 6		
9	Pancras, St., Christ Church, Upper Albany Street - N.S.	*320 0 0	1838
	" " - "	33 6 8	1852
	" " - "	27 18 4	1853
	" " - "	157 16 0	1857
	" " - "	26 10 4	1858
9	Pancras, St., Christ Church, Edward Street - - N.S. 4	303 18 9	1862
9	†Pancras, St., Euston Road, Industrial Boys' Home.		
9	†Pancras, St., St. James District.		
9	Pancras, St., St. John the Evangelist's - N.S. 6	3,000 0 0	1860
9a	Pancras, St., Holy Trinity - - N.S. 4	819 0 0	1851
	" " - "	182 10 0	1860
9	Pancras, St., Percy Chapel, The Russell School - -	*50 0 0	1835
	" " - -	6 10 0	1850
9	Pancras, St., The Regent Square National and Infant Schools (Dutton Street) - 10	300 0 0	1841
	" " " - -	250 0 0	1842
	" " " - -	45 0 0	1849
	" " " - -	45 0 0	1852
9	†Pancras, St., Woburn Chapel - - Epis. 9		
15	†Pentonville, Infants' Ch. of E.		
15	†Pentonville, St. James - - N.S. 10		
3	Pimlico, St. Barnabas' N.S. 1	400 0 0	1847
	" " - "	10 0 0	1854
3	†Pimlico, Eaton Chapel " N.S. 2		
3	†Pimlico, Ebury Street Mixed Sch.		
3	†Pimlico, Queen St., Mrs. Fowler's Sch. 6		
3	Pimlico, St. Gabriel's N.S. 2	896 0 0	1863
3	Pimlico, St. Michael's N.S. 2	355 0 0	1850
	" " - "	708 0 0	1857
3	†Pimlico, St. Peter's N.S. 12		
25	†Poplar and Blackwall, Free - - B.S. 4		
25	†Poplar (Regent St.) B.S. 7		
25	†Poplar, All Saints' (Wade Street) - R.C. 1		
7	†Portland (Riding House Street) Portland Place - B.S. 2		
7	†Portland Town, Family Home.		
7	†Portland Town, Inft. Church Sch. 8		
7	Portman Chapel, East Street, Marylebone - - Ch. of E. 4	1,358 14 0	1861
7	†Portman Square - N.S. 4		
7	Portman Square, St. Thomas' - - N.S. 5	759 15 0	1863
136	†Potter's Bar - - N.S. 5		
14	Queen Street, Great Wes. 5	1,700 0 0	1861
16	Radnor Street, St. Luke's (City Road) Wes. 6	*225 0 0	1839
	" " - "	222 0 0	1843
	" " - "	24 0 0	1849
	" " - "	21 0 0	1856
	" " - "	670 0 0	1857
24A	*Ratcliff Cross, St. James'* - - N.S.	150 0 0	1841
	" - "	100 0 0	1853
133	Ruislip - " Ch. of E.	231 5 0	1863

a School sold and proceeds of materials applied towards erection of Notting Hill, St. James', N.S.
b Inspection withdrawn.

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	MIDDLESEX—*cont.*		
14	Saffron Hill, St. Peter's (Onslow Street) - - N.S. 4	187 0 0	1853
18	†Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross, by Smithfield Bars) Par. 12		
18	Sepulchre's, St. (Within) Ball's Court, Giltspur St., Snow Hill - N.S. 12	22 10 0	1848
18	†St. Sepulchre's, Girls (38, King Street, Snow Hill) N.S. 12		
1	†Shepherd's Bush, St. Stephen's - Par.		
1	†Shepherd's Bush, St. Stephen's (Latymer Road) - N.S. 3		
132	†Shepperton - - N.S. 6		
20	Shoreditch, St. Leonard's - - N.S. 9	125 0 0	1861
20	†Shoreditch, St. Leonard's, Infts. - N.S. 9		
20	†Shoreditch, St. Leonard's - - P.U.		
9	Somers Town - - B.S. 6	320 5 0	1854
9	†Somers Town, Grenville Street - R.C. 5		
9	†Somers Town, Middlesex Street Pres. 5		
13	†Soho, Greek Street - R.C.		
13	†Soho, St. Mary the Virgin's - Ch. of E.		
13	†Soho, St. Patrick's (Tudor Place) - R.C. 2		
134	Southall - Ch. of E. 5	64 10 0	1852
	" - "	147 10 0	1863
137	Southgate - - N.S. 5		
28	*Spital, St. Mary's* - N.S.	642 15 0	1854
22	Spitalfields - - Par. 9	52 10 0	1859
	" - - "		
22	†Spitalfields, Refuge for Girls.		
22	†Spitalfields, St. Ann's (Hunt Court) - R.C. 3		
22	†Spitalfields, St. Ann's (Goulston Street) R.C. 3		
22	†Spitalfields, St. Ann's (Princes Street) - R.C.		
22	†Spitalfields (Spicer St.), Boys' Free - R.C. 3		
22	†Spitalfields (Spicer Street), Unitarian Domestic Mission School - - 7		
22	Spitalfields (Wood Street) - - B.S. 3	400 0 0	1841
	" - "	115 13 4	1856
22	†Spitalfields (Bell Lane), Jews' Sch. 2		
22	†Spitalfields, King Edward's School - 3		
134	Spring Grove District N.S. 4	334 0 0	1860
132	Staines - - N.S. 5	42 10 0	1859
	" - "		
132	†Staines, Infant - N.S.		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	MIDDLESEX—*cont.*		
135	†Stanmore, Great - N.S. 6		
1	†Starch Green - B.S.		
24A	†Stepney - - P.U.		
22	Stepney, All Saints' N.S. 9	400 0 0	1841
	" " - "	19 7 0	1861
24B	Stepney, Holy Trinity N.S. 9	350 0 0	1845
	" " - "	150 0 0	1849
	" " - "	3 15 0	1856
	" " - "	20 0 0	1857
	" " - "	11 10 0	1858
24B	Stepney, St. Paul's - N.S. 8	1,450 0 0	1860
24B	Stepney, St. Peter's N.S. 10	50 0 0	1841
24B	Stepney, St. Philip's N.S. 5	450 0 0	1845
24B	Stepney, Red Coat, Endowed School 10	*200 0 0	1839
	" " - "	32 13 0	1849
	" " - "	46 0 0	1855
24B	†Stepney (Redman's Row), Infants " - N.S. 10		
24B	Stepney, St. Thomas' N.S. 10	400 0 0	1844
	" " - "	100 0 0	1847
	" " - "	155 0 0	1848
	" " - "	6 13 4	1851
	" " - "	18 6 3	1851
	" " - "	285 0 0	1856
11	†Stoke Newington - N.S. 11		
11	*Stoke Newington* - B.S.	*200 0 0	1838
11	†Stoke Newington Wes. 11		
	" " - "		
135	*Sudbury-in-Harrow Industrial School* Ch. of E.	75 0 0	1856
132	*Sunbury* - - B.S.	*50 0 0	1856
132	†Sunbury - - Par. 10		
47	†Teddington, Public N.S. 4		
1	†Titchborne Court, Industrial.		
137	†Tollington Park, St. Mark's - - N.S. 4		
137	Tottenham - - N.S. 7	72 0 0	1842
	" - "	3 12 4	1849
	" - "	79 0 0	1859
137	†Tottenham, Asylum, Girls School.		
137	†Tottenham, Girls - B.S. 5		
137	†Tottenham Green, Industrial Sch. - - 6		
137	*Tottenham, Hanger Lane, Boys* - N.S.	155 0 0	1863
137	Tottenham, Hanger Lane (Hermitage), Infants - Ch. of E. 7	311 0 0	1859
137	Tottenham, High Cross, Trinity District Infant - N.S. 6	93 0 0	1848
137	†Tottenham, Lancasterian School - - 5		
137	Trent (Enfield) Ch. of E. 6	285 16 0	1859
134	†Turnham Green, Boys - - - N.S. 9		
134	Turnham Green, Infants - - N.S. 9	100 0 0	1850
134	Twickenham Common (Archdeacon Cambridge's) - N.S. 4	90 0 0	1842
	" " - "	45 0 0	1849
	" " - "	143 0 0	1857
	" " - "	100 0 0	1862

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	MIDDLESEX—*cont.*		
134	†Twickenham Common, Infant Sch.		
134	†Twickenham, Montpelier - Ch. of E. 4		
134	†Twickenham - Par. 4		
21	*Twig Folly (Bethnal Green)* - B.S.	*250 0 0	1836
133	Uxbridge - B.S. 6	*100 0 0	1836
133	*Uxbridge Moor, St. John's* - N.S.	94 0 0	1847
	" " - "	70 0 0	1853
1	Walham Green, or Fulham, St. John's N.S. 3	*175 0 0	1836
	" " - "	100 0 0	1847
	" " - "	261 0 0	1858
24A	†Wapping (Gravel Lane) - Wes. 5		
24A	*Wapping, St. John's* B.S.	*175 0 0	1835
135	†Wembley - Ch. of E. 7		
1	†Westbourne - N.S. 2		
6	†Westminster (Archbishop Tenison's School).		
4	†Westminster, Blue Coat School *a* - -		
4	†Westminster Chapel, Congregational School - - 11		
4	Westminster, Ch. Ch. (Broadway) - N.S. 2	500 0 0	1847
	" " - "	35 7 0	1858
4	†Westminster, Coburg Row Ragged Sch.		
6	Westminster, Curzon - Ch. of E. 10	1,400 0 0	1862
4	†Westminster, Dacre Street Reformatory.		
3	†Westminster, Hanover Branch Sch. (South Molton Street) - N.S. 9		
3	†Westminster, Hanover Square, St. George's United Day School - - 9		
4	Westminster, Holy Trinity (Vauxhall Bridge Road) Ch. of E.	145 1 3	1863
4	†Westminster, Knightsbridge, All Saints' - N.S. 2		
4	†Westminster, National Society's Central School *(b)* -		
4	†Westminster, Old Pye Street Sch.		
13	Westminster, Soho, St. Anne's - N.S. 2	43 3 4	1859
3	†Westminster, South Molton Lane - R.C. 4		
13	†Westminster, St. Clement Danes' - N.S.		
4	†Westminster, St. Edward's - R.C. 4		
6	†Westminster, St. James', Marshall Street - - N.S. 1		
6	Westminster, St. James' Offertory Sch., Swallow St., Piccadilly - - - 1	*50 0 0	1839
6	Westminster, St. Luke's (Berwick Street) - - N.S. 1	*250 0 0	1839
4	Westminster, St. Margaret's and St. John's - N.S. 2	*c* 600 0 0	1835
4	Westminster, St. Margaret's (Tothill Street) Ch. of E. 2	1,104 0 0	1861
4	Westminster, St. Matthew's (Great Peter Street) - N.S. 3	2,381 0 0	1859
4	Westminster, St. Mary's - - R.C. 4	1,000 0 0	1858
4	†Westminster, St. Stephen's (Rochester Row) - N.S. 3		
4	Westminster, Tothill Fields, St. Mary's (Vincent Square) N.S. 3	736 0 0	1850
	" " - -	6 15 0	1857
4	Westminster, Wesleyan Practising School - - - 11	2,500 0 0	1852
	" - -	150 0 0	1853
136	Whetstone, St. John's N.S. 5	80 18 0	1863
22	†Whitechapel - P.U.		
22	†Whitechapel Probationary Refuge.		
22	†Whitechapel Refuge, Industrial School.		
22	Whitechapel, St. Mark's - - N.S. 11	200 0 0	1842
	" - "	204 0 0	1845
22	†Whitechapel, St. Mark's, Mixed S.		
22	Whitechapel, St. Jude's - - N.S. 2	302 0 0	1847
22	†Whitechapel Society's Whitecross Place (Wilson Street,) N.S. 3 *See* Finsbury.		
2	Whitelands, Lower, Female Practising School - - - 11	600 0 0	1856
2	†Whitelands, Upper, Model Sch. - - 11		
134	Whitton Industrial School - - - 4	397 10 4	1853
135	*Willesden* - Ch. of E.	250 0 0	1858
137	Winchmore Hill - N.S. 5	790 0 0	1860
23	*Wycliffe Chapel, Philpot Street, Commercial Road* B.S.	*150 0 0	1835
133	*Yeading* - - N.S.	17 15 0	1860
	MONMOUTHSHIRE.		
578	Abergavenny - N.S. 10	350 0 0	1849
578	†Abergavenny, Our Lady and St. Michael's - - R.C. 6		
579	Abersychan Works N.S. 9	1,825 0 0	1860
578D	Abertillery - - N.S. 10	588 0 0	1856
	" - -		
578B	†Abertillery - - B.S. 10		

a Inspection withdrawn.

b Children transferred to St. Margaret's New Schools in Tothill Street.

c School now used for children of St. John's parish.

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	MONMOUTHSHIRE—*cont.*		
580	Blackwood - - B.S. 10	224 0 0	1846
	" - - "	53 6 8	1857
578	Blaenafon Endowed School - - - 9	155 0 0	1861
578	Blaenafon - - N.S. 9	115 0 0	1849
578B	†Blaina, Infant - N.S.		
578B	†Blaina - - B.S. 10		
576	†Chapel Hill and Tintern Parva - N.S.		
576	Chepstow - - N.S. 10	*64 0 0	1836
	" - - "	40 0 0	1858
576	*Chepstow Infants* - N.S.	150 0 0	1853
580	Court-y-bella - N.S. 10	700 0 0	1842
579	Crumlin and Llanhileth - - N.S.	120 0 0	1846
	" " - "	75 0 0	1848
579	†Cwmbran - - B.S. 11		
579	Cwmbran - - N.S. 10	538 0 0	1860
578	*Cwmyoy* - - N.S.	140 0 0	1853
578B	†Ebbw Vale Works - B.S. 10		
578B	†Ebbw Vale, Victoria B.S. 10		
578	†Garn, Infant - B.S.		
578	†Govilon - - B.S. 11		
579	*Goytrey* - - N.S.	65 0 0	1852
	" - - "	74 0 0	1854
348	†Grosmont, Endowed School.		
578	Llanarth - - N.S. 10	*50 0 0	1837
	" - - "	181 0 0	1859
580	*Llandewaud* - Ch. of E.	59 0 0	1857
578A	Llanellen - - N.S. 10	148 15 0	1863
578	*Llangattock, Lingoed (James Davies')* - N.S.	45 0 0	1848
580	†Llantarnan - - B.S. 11		
579	*Llantrissent* - N.S.	85 0 0	1849
578	Llanwenarth - N.S. 10	50 0 0	1844
	" - - "	6 3 6	1858
	" - - "	86 16 6	1862
580	*Magor* - - N.S. 10	203 0 0	1858
579	*Mamhilad and Llanvihangel* - - N.S.	158 0 0	1858
580	*Marshfield* - - N.S.	233 0 0	1860
577	*Monmouth* - - N.S.	370 13 4	1856
587B	†Nantyglo - - N.S. 9		
580	Newport-on-Usk - N.S. 9	*275 0 0	1840
	" " - "	46 0 0	1855
	" " - "	87 5 0	1858
580	*Newport-on-Usk* - B.S.	*75 0 0	1836
580	*Newport-on-Usk, Infants* - - R.C.	520 0 0	1857
580	†Newport-on-Usk, St. Mary - - R.C. 6		
580	†Pillgwenlly, Boys' - N.S.		
580	†Pillgwenlly, Trinity, Girls' School - 10		
579	Pontnewynydd - N.S. 10	300 0 0	1846
	" - "	38 14 0	1854
	" - "	12 13 8	1855
	" - "	14 0 0	1857
587B	†Pontygof, Girls - B.S. 10		
579	Pontymoile - N.S. 9	843 0 0	1860
579	Pontypool, Charity N.S. 10	*114 0 0	1840
	" " - "	121 15 10	1852
	" " - "	120 0 0	1860
579	†Pontypool, St. Alban's R.C. 7		
577	†Raglan - - N.S. 10		
578	†Rhymney Iron Works B.S. 5		
578	†Rhymney Iron Works N.S. 9		
580	†Risca - - B.S. 10		
577	†Rockfield - - N.S.		
576	†Shirenewton - Ch. of E.		
576	Shirenewton, Earlswood Common Ch. of E. 10	244 0 0	1861
578B	†Sirhowy - - B.S. 10		
577	*Skenfreth* - - N.S.	24 0 0	1843
	" - - "	21 0 0	1851
576	*Tintern Abbey* - N.S.	*70 0 0	1840
578B	†Tredegar, New - B.S. 5		
580	†Tydee Tin Works School - - - 10		
579	‡Usk, Endowed School.		
579	†Usk, Elementary - B.S. 11		
579	*Wern (at Sebastopol)* N.S.	382 4 0	1863
	NORFOLK.		
237	Acle - - Par. 11	56 10 6	1862
239	*Alburgh* - - N.S.	75 0 0	1848
238	*Aldeby* - - N.S.	36 0 0	1841
245	Ashwicken and Leziate N.S. 6	184 0 0	1856
232	Aylsham - - N.S.	175 0 0	1849
230	Bacton - - N.S. 7	179 0 0	1860
	" - - "	65 0 0	1863
240	†Banham Rectory School 3		
235	Barnham Broome - N.S. 1	66 10 0	1842
	" " - "	29 16 0	1860
237	*Beighton* - - N.S.	100 0 0	1857
238	†Bergh Apton - N.S. 10		
245	*Bilney, West* - N.S.	*70 0 0	1834
243	†Binham, Mixed School.		
243	Blakeney - - N.S. 7		
248	†Bradenham, East - N.S. 5		
248	Bradenham, West District - - N.S. 5	382 8 0	1854
	" " - "	240 0 0	1856
	" " - "	17 10 0	1858
244	Brancaster - - Par. 6		
242	Brisley - - N.S.	50 0 0	1844
	" - - "	22 0 0	1847
	" - - "	16 0 0	1859
231	*Briston* - - N.S.	65 0 0	1845
239	Brockdish - - N.S. 11	34 0 0	1845
238	*Brooke* - - N.S.	*80 0 0	1838
240	†Buckenham, New - N.S. 4		
244	Burnham, Westgate N.S. 7	320 0 0	1851
232	†Buxton, Mixed - B.S. 4		
229	Caister - - Par. 4	100 0 0	1850
	" - - "	41 0 0	1858
229	*Caister, Infants' School* -	*29 0 0	1834
241	Carbrooke - - N.S. 5	32 0 0	1860
235	†Carleton, Forehoe - N.S. 2		
239	†Carleton, Rode - N.S. 2		
245	*Castle Acre* - N.S.	72 7 0	1840
245	†Castle Rising - N.S. 6		
241	†Caston - - N.S. 5		
230	*Catfield* - - N.S.	63 0 0	1854
233	Catton (New) Ch. of E. 10	216 0 0	1860
238	Chedgrave - - N.S. 11	50 0 0	1844
	" - - "	236 0 0	1858
238	*Claxton and Hellington* - - N.S.	45 0 0	1848
193	*Clenchwarton* - N.S. 6	73 0 0	1846
231	Cley (next the Sea) B.S. 4	288 0 0	1860
232	*Colkishall* - - N.S.	100 0 0	1847
235	Colton - - N.S. 2	105 0 0	1855
235	Costessy - - B.S.	*65 0 0	1837
235	*Costessy* - - N.S.	*50 0 0	1836

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	NORFOLK—*cont.*	£ s. d.	
244	†Creake, North - N.S. 7		
244	*Creake, South, Charity* N.S.	124 0 0	1860
243	*Croxton* - - N.S.	50 0 0	1847
239	Denton - - N.S. 10	64 10 0	1841
	" - - "	25 0 0	1856
239	Denton - - B.S. 5		
235	Deopham - - N.S. 10	16 5 0	1861
242	Dereham, East - B.S.	190 0 0	1841
	" " - "	30 0 0	1843
242	Dereham, East - N.S. 7	140 0 0	1841
	" " - "	27 6 0	1859
	" " - "	21 0 0	1861
247	†Dereham, West - N.S. 5		
239	Diss - - - B.S. 4	285 8 0	1861
239	Diss - - - N.S. 11	107 17 5	1848
	" - - "	78 17 7	1863
238	Ditchingham - N.S. 10	*50 0 0	1840
	" - "	50 0 0	1846
	" - "	31 0 0	1852
	" - "	4 15 0	1860
244	Docking - - Par. 6	400 0 0	1861
247	Downham Market - N.S. 5	162 10 6	1842
	" " - "	17 17 0	1852
	" " - "	24 0 0	1857
242	‡Dunham, Little - N.S.		
231	†Edgefield - - N.S. 7		
242	Elmham, North - N.S. 7	*30 0 0	1838
193	Emneth - - N.S. 5	259 0 0	1860
243	Fakenham - - N.S. 7	200 0 0	1849
	" - - "	135 0 4	1854
243	*Fakenham* - - B.S.	183 0 0	1845
	" - - "	120 0 0	1848
247	Fincham - - - N.S. 5	129 0 0	1849
	" - - "	14 0 0	1861
239	†Forncett, St. Mary's N.S. 11		
239	Forncett, St. Peter's N.S. 10	99 0 0	1848
	" "	3 10 10	1857
232	*Foulsham and Bintry* N.S.	*90 0 0	1838
236	*Framingham, Earl* N.S.	60 0 0	1841
	" "	32 0 0	1855
237	*Freethorpe and Wickhampton* - - N.S.	75 0 0	1848
233	Fritton and Morningthorpe - - N.S. 4	45 0 0	1842
245	*Gayton* - - N.S.	73 13 4	1852
245	Gaywood - - N.S. 6	154 0 0	1856
	" - - "	77 0 0	1859
238	†Geldestone - - B.S.		
238	*Geldestone* - - N.S.	*26 0 0	1835
248	*Gooderstone* - N.S.	60 0 0	1846
232	†Hackford and Whitwell - - Par. 7		
237	Halvergate - - N.S. 10	202 8 9	1855
230	Happisburgh - - N.S. 7	254 0 0	1861
245	*Harpley* - - N.S.	62 0 0	1846
230	Heigham (Potter) - N.S. 1	70 0 0	1846
234	*Heigham* - - N.S.	280 0 0	1849
239	*Hempnall* - - N.S.	150 0 0	1848
236	Hethersett - - N.S. 1	280 4 0	1861
247	*Hilgay* - - N.S.	*75 0 0	1838
246	†Hillington - - Par. 6.		
232	*Hindolveston* - N.S.	75 0 0	1847
243	*Hindringham* - N.S.	55 0 0	1845
235	Hingham - - N.S. 5	51 10 0	1842
	" - - "	16 5 0	1860
	" - - "	7 3 6	1861
242	†Hockering - Ch. of E. 12		

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	NORFOLK—*cont.*	£ s. d.	
248	‡Holme Hale - N.S.		
249	Hockwold-cum-Wilton N.S. 3	62 10 0	1841
	" " "	4 14 0	1847
	" " "	41 16 8	1855
231	Holt - - - N.S. 7	100 0 0	1843
	" - - - "	38 16 8	1859
231	†Holt - - B.S. 4		
243	†Holkham - - N.S. 7		
242	‡Horningham and East Tuddenham N.S.		
244	†Ingoldesthorpe - Par. 6		
243	‡Langham Episcopi School -		
238	†Langley - - N.S. 11		
234	†Lakenham, Infants' Sch. 4		
234	Lakenham, St. Mark's N.S. 11	150 0 0	1848
	" " "	110 1 4	1853
	" " "	19 6 4	1855
	" " "	100 0 0	1858
	" " "	55 12 6	1863
242	†Litcham - - N.S. 5		
238	†Loddon (Public) - N.S. 11		
240	†Lopham, North - Wes. 4		
246	Lynn, St. John's - N.S. 6	47 0 0	1849
	" " - "	598 13 4	1854
246	Lynn, King's - B.S. 4	261 10 0	1842
	" " - "	200 0 0	1847
	" " - "	38 0 0	1855
246	†Lynn, North End, Infants - - N.S. 6		
246	Lynn, St. Margaret's N.S. 6	441 15 0	1850
	" " "	88 10 0	1853
	" " "	102 0 0	1857
246	Lynn, South, All Saints' - - N.S. 6	95 0 0	1843
	" " "	72 3 4	1852
	" " "	35 0 0	1854
	" " "	292 10 0	1858
247	*Marham* - - N.S.	53 0 0	1843
232	†Marsham Reformatory.		
193	*Marshland Smeeth* N.S.	200 0 0	1858
229	‡Martham - - N.S.		
245	*Massingham* - N.S.	*50 0 0	1837
236	†Melton, Great Ch. of E. 4		
245	Middleton (near King's Lynn) - N.S. 6	288 16 0	1862
242	*Mileham* - - N.S.	*50 0 0	1835
242	†Mitford and Launditch - - P.U.		
234	†Norwich, Alderman Norman's Endowed School - - 2		
234	†Norwich (Miss Martineau's Female Industrial).		
234	Norwich, Model, Boys N.S. 11	*a*185 0 0	1851
234	†Norwich, Model, Girls N.S. 11	*a*	
234	†Norwich, Model, Infants' School - - 11		
234	Norwich, New City (Union Place, Heigham) - B.S. 4	*100 0 0	1840
	" " "	50 0 0	1848
	" " "	11 4 3	1859
234	†Norwich, Octagon Chapel - - B.S. 4		

a In separate buildings of different tenure.

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	NORFOLK—*cont.*			
234	†Norwich, St. Augustine's -	N.S.		
234	Norwich, St. Giles' -	Ch. of E. 2	354 0 0	1862
234	†Norwich, St. James'	N.S. 2		
234	Norwich, St. John de Sepulchre, Infants -	N.S. 2	192 0 0	1860
234	†Norwich, St. Lawrence's, District -	N.S. 2		
234	Norwich, St. Martin-at-Oak - -	N.S.	340 0 0	1846
	" " "		24 0 0	1856
234	†Norwich, St. Martin-at-Palace - -	N.S. 2		
234	*Norwich, St. Miles', Sadd's Yard* -	B.S.	60 0 0	1840
234	†Norwich, St. Saviour's -	N.S. 2		
234	†Norwich, St. Stephen's -	N.S. 10		
234	*Norwich, St. Swithin's* -	N.S.	45 0 0	1842
234	Norwich, Willow Lane -	R.C.	283 0 0	1860
229	*Ormesby* - -	N.S.	83 0 0	1851
193	Outwell - -	N.S. 5	225 0 0	1848
	" - -	"	71 5 0	1855
234	*Pockthorpe, St. James'* -	N.S.	82 0 0	1845
	" " "		262 0 0	1858
239	*Pulham, St. Mary Magdalen's* -	N.S.	132 0 0	1852
239	Redenhall - -	N.S. 10	112 10 0	1849
237	Reedham - -	N.S. 10	50 0 0	1845
	" - -	"	11 4 0	†1855
	" - -	"	16 10 0	1861
232	†Reepham, St. Mary's	N.S. 7		
230	Ridlington and East Ruston - -	N.S. 7	37 0 0	1846
241	Rockland, All Saints'	N.S.	35 0 0	1853
236	*Rockland, St. Mary's*	N.S.	36 0 0	1841
240	†Roydon -	Ch. of E. 4		
244	Rudham (East and West) -	Ch. of E. 6	384 0 0	1860
247	*Runcton and Holme*	N.S. 6	40 0 0	1840
245	*Runcton, North* -	N.S. 5		
229	Runham and Thrigby -	N.S.	216 0 0	1856
231	†Runton - -	N.S. 7		
239	Rushall - -	N.S. 10	174 0 0	1860
243	†Ryburgh, Great -	N.S. 7		
248	*Saham Toney* -	N.S.	*35 0 0	1837
233	*Salhouse* - -	N.S.	60 0 0	1845
236	†Saxlingham Thorpe and Saxlingham Nethergate	Ch. of E. 11		
239	†Scole - -	Par. 3		
232	*Scottow* -	Ch. of E.	119 0 0	1860
243	Sculthorpe - -	N.S. 7	62 0 0	1841
	" - -	"	29 0 0	1859
	" - -	"	27 16 6	1863
244	†Sedgeford -	Ch. of E. 6		
231	‡Sheringham -	N.S.		
247	*Southery* - -	N.S.	60 0 0	1844
237	*Southwood and Limpenhoe* - -	N.S. 10	26 10 0	1851
239	†Starston - -	N.S. 10		
243	Stibbard -	N.S. 7	143 10 0	1858

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	NORFOLK—*cont.*			
243	‡Stiffkey - -	N.S.		
236	*Surlingham* -	N.S.	*20 0 0	1838
230	‡Swafield - -	N.S.		
248	*Swaffham* - -	N.S. 5	*160 0 0	1839
242	Swanton Morley -	N.S.	120 0 0	1852
244	†Syderstone - -	N.S. 7		
243	*Tattersett with Tattersford* - -	N.S.	237 0 0	1858
233	Taverham - -	N.S.	70 0 0	1852
193	Terrington, St. Clement's - -	N.S. 5	70 0 0	1844
	" " - -	"	14 0 0	1857
	" " - -	"	78 5 0	1862
249	*Thetford* - -	B.S.	*75 0 0	1836
249	Thetford - -	N.S. 3	40 4 0	1859
244	†Thornham - -	N.S. 6		
234	*Thorpe* - -	N.S.	41 0 0	1841
239	*Thorpe Abbott's* -	N.S.	46 0 0	1862
234	Thorpe, Hamlet, St. Matthew's -	N.S. 12	209 0 10	1854
	" " - -	"	46 0 0	1858
238	*Thurlton* - -	N.S.	37 0 0	1849
193	Tilney, All Saints' -	N.S. 5	130 0 0	1845
	" - -	"	16 9 6	1859
242	†Tittleshall -	Ch. of E. 7		
238	*Topcroft* - -	N.S.	54 0 0	1848
236	Trowse Newton -	N.S.	70 0 0	1846
231	Trunch - -	N.S.	52 0 0	1853
193	*Walpole, St. Andrew's* - -	N.S.	93 0 0	1849
231	Walsham, North -	N.S. 7	187 0 0	1846
231	†Walsham, North -	B.S. 4		
243	†Walsingham -	N.S. 7		
248	Walsingham, Little	N.S.	3 18 0	1851
	" " -	"	7 0 0	1854
	" " -	"	21 0 0	1854
	" " -	"	5 5 0	1855
193	Walsoken - -	N.S. 5	280 0 0	1858
193	Walton, West -	N.S. 5	76 0 0	1847
241	Watton - -	N.S. 5	83 0 0	1842
	" - -	"	45 17 0	1860
242	Weasenham -	N.S. 6	349 0 0	1860
235	*Welborne* - -	N.S.	42 0 0	1847
243	Wells - -	B.S. 4	90 7 9	1861
235	†Wicklewood - -	N.S.		
247	*Wiggenhall* - -	N.S.	65 0 0	1842
245	*Winch, East* -	N.S.	50 0 0	1843
245	*Winch, West* -	N.S.	*32 0 0	1838
240	*Winfarthing*	Ch. of E. 4	124 10 0	1855
229	Winterton - -	N.S. 4	169 0 0	1849
	" - -	"	102 14 6	1856
230	Worstead - -	N.S. 7	80 0 0	1845
	" - -	"	141 15 0	1854
239	†Wortwell - -	N.S.		
235	Wymondham -	N.S. 4	15 12 0	1858
228	Yarmouth, Great -	B.S. 4	85 10 0	1856
	" - -	"	61 18 0	1860
228	‡Yarmouth, Great, Blue Coat Sch.			
228	†Yarmouth, Gt., Charity -	Ch. of E. 4		
228	*Yarmouth, Great, St. John's* - -	N.S. 4	300 0 0	1860
228	†Yarmouth, Great, Saint John's, Infants S.			
228	Yarmouth, Great, St. Nicholas' -	N.S. 4	720 10 0	1853
	" " -	"	120 0 0	1859

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	NORFOLK—*cont.*		
228	Yarmouth, Great, St. Peter's - - - N.S. 4	526 0 0	1851
242	*Yaxham* - - N.S.	60 0 0	1844
	" - - "	32 0 0	1850
	NORTHAMPTONSHIRE.		
165	†Abthorpe - Ch. of E. 11		
163	Banbury (South), Christ Ch. - Ch. of E. 11	620 0 0	1862
421	†Barnack - - N.S. 2		
165	†Blisworth, Endowed - 11		
167	†Brafield-on-the-Green - - N.S. 11		
169	Braunston - - N.S. 11	90 0 0	1847
409	*Braybrooke* - - N.S.	*25 0 0	1837
173	†Brigstock - - B.S. 5		
170	†Brington, Great - N.S. 12		
172	†Broughton - - N.S.		
168	Bugbrooke - - N.S. 11	125 0 0	1845
	" - - "	27 0 0	1846
	" - - "	31 0 0	1858
172	Burton Latimer, Endowed and Infant Free School - - 1	80 0 0	1852
	" " - -	100 0 0	1860
169	†Byfield - Ch. of E. 11		
175	†Castor School - - 2		
163	†Chipping Warden - N.S.		
167	*Cogenhoe* - - N.S.	45 0 0	1843
172	†Corby - - B.S. 5		
166	*Cosgrove* - - N.S.	90 0 0	1845
172	Cottingham-cum-Middleton - N.S. 3	183 0 0	1857
170	*Creaton, Great* - N.S.	100 0 0	1845
172	†Cranford - - N.S. 1		
401	*Crick, Boys* - - N.S.	60 0 0	1848
	" " - - "	20 0 0	1860
401	*Crick, Girls and Infants* - - N.S.	60 0 0	1847
164	†Croughton - Ch. of E. 11		
164	‡Culworth - - N.S.		
168	*Dallington* - - N.S.	52 0 0	1842
169	†Daventry - - B.S. 5		
172	Desborough - - N.S.	47 0 0	1844
171	†Earl's Barton-Wicksliffe - - B.S. 5		
164	†Evenly - - - - *a*		
164	Eydon - - N.S. 11	25 0 0	1859
175	Eye - - N.S. 2	324 7 6	1857
171	Finedon, Endowed Free School - - - 1	70 0 0	1854
	" " - -	27 0 0	1863
171	Finedon, Endowed, Girls' and Infants' School - - - - 1	18 10 0	1863
165	Gayton - - N.S. 11	56 0 0	1846
	" - - "	9 18 10	1863
175	*Glinton with Peakirk* - - N.S.	110 0 0	1846
173	*Hargrave* - Ch. of E.	123 12 0	1858
170	†Harleston - - N.S. 12		
168	†Harpole - - N.S. 12		
171	*Harrowden, Little, Endowed Free School* -	70 0 0	1851
	" " " -	179 0 0	1858
164	*Helmdon* - - N.S.	176 0 0	1856
175	†Helpstone - - Par. 2		
171	*Irchester* - - N.S.	120 0 0	1849
173	Islip - Ch. of E. 2	147 12 0	1861
172	*Kettering* - - B.S.	*250 0 0	1835
172	†Kettering - - N.S. 1		
172	Kettering (North End) - Ch. of E. 1	318 0 0	1860
401	Kilsby - - N.S.	*30 0 0	1859
168	Kingsthorpe - N.S.	85 0 0	1841
168	†Kislingbury - N.S. 12		
174	†Lilford, Mixed School - 2		
165	‡Litchborough Church School - - 11		
173	†Lowick Charity School 2		
163	Middleton Cheney - N.S. 11	679 10 0	1859
167	†Milton - - N.S. 11		
170	Moulton and Overstone - - - N.S. 11	110 0 0	1843
	" " - -	16 12 0	1859
170	Naseby - - N.S.	92 0 0	1846
168	Northampton - B.S. 5	550 0 0	1846
168	Northampton, All Saints' - - N.S. 10	*316 0 0	1840
	" " - - "	117 15 0	1849
	" " - - "	825 0 0	1855
168	†Northampton, All Saints' (South Quarter), Infants N.S. 10		
168	†Northampton, Blue Coat School.		
168	Northampton, St. Andrew's - - N.S. 10	474 0 0	1859
168	Northampton, St. Edmund's - N.S. 10	436 0 0	1858
168	Northampton, St. Giles' - - Par. 10	48 0 0	1857
	" " - - "	583 0 0	1862
168	Northampton, St. Katherine's - N.S. 10	230 0 0	1845
	" " - - "	7 0 0	1849
168	Northampton, St. Peter's - - N.S. 10	276 0 0	1856
168	Northampton, St. Sepulchre's - N.S. 10	420 0 0	1846
	" " - - "	40 0 0	1850
168	†Northampton, Society's Reformatory.		
171	*Orlingbury* - - N.S.	103 0 0	1847
174	Oundle - - N.S. 2	133 0 0	1843
	" - - "	58 0 0	1844
	" - - "	53 0 0	1855
174	†Oundle - - B.S. 5		
175	†Paston - - N.S. 2		
175	Peterborough - B.S. 5	610 0 0	1859
175	*Peterborough, British, Sunday Sch.* -	*150 0 0	1837
175	†Peterborough, Boys N.S. 2		
175	Peterborough, Girls N.S. 2	31 0 0	1855
175	Peterborough, Infants - - N.S. 2	219 15 0	1851
	" " - - "	45 0 0	1859
175	†Peterborough, New England St. Mark's N.S. 2		
175	Peterborough Practising School - - 2	366 0 0	1859
175	Peterborough, St. John the Baptist, Albert Place Ch. of E. 2	539 2 0	1860
167	†Piddington - N.S. 11		
170	*Pitsford* - - N.S.	52 10 0	1844

a Inspection discontinued.

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	NORTHAMPTONSHIRE—*cont.*		
172	*Pytchley, Endowed* Ch. of E.	163 10 6	1857
173	Raunds - - N.S. 11	372 0 0	1860
173	Raunds - - Wes. 5	429 0 0	1862
420	†Rockingham - N.S. 3		
172	Rothwell - - B.S. 5	*100 0 0	1835
409	*Sibbertoft* - - N.S.	60 0 0	1848
165	‡Silverstone - N.S.		
165	†Silverstone - Wes. 5		
170	†Spratton - - N.S.		
421	†Stamford Baron, St. Martin's - - N.S. 3		
173	Stanwick - - N.S. 1	*54 0 0	1840
164	Sutton, King's - - N.S. 11	180 0 0	1847
	" - - "	13 14 8	1859
421	†Thornhaugh - - N.S. 2		
173	Thrapstone - - N.S. 2	112 10 0	1851
173	†Thrapstone - - B.S.		
173	Titchmarsh - - N.S. 2	120 0 0	1843
	" - - "	6 0 0	1851
	" - - "	21 4 6	1863
165	Towcester - - N.S. 11	213 15 0	1851
169	†Watford, Mixed - N.S. 12		
169	Weedon Bec - N.S. 11	200 2 6	1861
165	*Weedon (Lois)* - N.S.	96 0 0	1848
408	Welford and Sulby, Endowed Sch. - - 3	79 10 0	1852
	" " - "	71 8 0	1862
171	Wellingborough, Freeman's Endowed - - 1	493 0 0	1860
164	*Whitfield* - - N.S.	*25 0 0	1838
409	*Wilbarston* - - N.S.	33 0 0	1846
173	†Woodford, near Thrapstone Ch. of E. 2		
169	†Woodford-cum-Membris, near Daventry Ch. of E. 11		
167	*Wootton* - - N.S.	*46 0 0	1839
	NORTHUMBERLAND.		
559	†Acklington - - N.S. 2		
555	†Acomb, Township Ch. of E.		
555	Allenheads - - N.S.	*a*50 0 0	1840
555	Allenheads, St. Peter's - - N.S.	30 0 0	1847
559	†Alnwick - - B.S.	*b*	
559	Alnwick - - N.S. 12	315 0 0	1850
	" - - "	100 0 0	1855
559	†Alnwick (Duke of Northumberland's) - - N.S. 12		
559	†Alnwick, Endowed Corporation Upper School - - 12		
559	†Alnwick Corporation (Lower) S. - - 12		
559	*Alnwick Ragged School* - - -	127 0 0	1840
559	†Alnwick, St John's - R.C. 2		
561	Ancroft - - N.S. 1	311 0 0	1859
555	†Anick - Ch. of E.	*c*	
553	†Backworth Colliery S. 2		
557	†Bavington, Great - Pres. 3		
558	Bedlington Ch. of E. 2	332 0 0	1859
560	*Belford* - - N.S.	*58 0 0	1837
560	†Belford - - Pres. 3		
557	Bellingham, Endowed Free S. - - 1	98 5 0	1852
	" " - -	15 0 0	1857
	NORTHUMBERLAND—*cont.*		
552	†Benwell, Village Ch. of E. 4		
561	Berwick-upon-Tweed B.S. 3	694 0 0	1860
561	Berwick-upon-Tweed, Infants - - B.S. 3	70 0 0	1841
	" " - "	34 3 6	1858
561	†Berwick-upon-Tweed P.U.		
561	Berwick-upon-Tweed, Boys, Charity S. - 7	100 0 0	1859
561	Berwick-upon-Tweed, Girls, Charity Ch. of E.	618 0 0	1857
561	†Berwick-upon-Tweed, St. Cuthbert's - R.C. 2		
561	†Berwick-upon-Tweed, English Presbyterian School - -		
557	†Birtley - - N.S. 1		
556	†Blenkinsopp Ch. of E. 4		
553	†Blyth, English - Pres. 3		
562	†Branton, Eng. Presbyterian - - - 3		
563	†Breuckburne Ch. of E. 1		
535	Broomhaugh, Village N.S. 4	35 0 0	1857
553	†Burradon Colliery, Day and Evening.		
558	†Cambo - - N.S. 2		
562	‡Chatton - - N.S. 2		
562	*Chillingham* - N.S.	*45 0 0	1835
555	‡Colwell - - R.C.	*e*	
555	Corbridge - - N.S. 4	*45 0 0	1835
	" - - "	412 0 0	1856
561	Cornhill - - N.S. 1	*40 0 0	1838
	" - - "	93 4 0	1861
562	Crookham - - N.S. 2	104 10 0	1842
562	†Crookham - - Pres. 3		
554	†Dalton, Village Sch. - 2		
553	†Earsdon - - N.S. 2		
563	Elsdon - - N.S.	*d**35 0 0	1836
552	*Elsdon High, St. Paul's* - - N.S.	943 18 3	1863
557	†Falstone - - B.S. 5		
556	†Featherstone Ch. of E.	*e*	
562	†Ford Ch. of E. and Pres. 2		
559	†Glanton - - Pres. 3		
554	Gosforth - - N.S. 3	422 2 0	1861
554	†Gosforth (North) Ch. of E. 5		
563	*Harbottle* - - N.S.	*36 0 0	1836
558	Hartburn - - N.S.	85 0 0	1844
554	Heddon-on-the-Wall N.S. 3	200 0 0	1854
555	†Hedley - - N.S. 4		
555	†Hexham, St. Mary's R.C. 6		
555	Hexham, Subscription School - - 4	550 0 0	1856
553	*Holywell Colliery* - B.S.	*25 0 0	1858
561	†Horncliffe - - B.S. 3		
558	†Horsley, Long - Par. 1		
553	Horton - Ch. of E. 2	561 12 0	1860
559	†Houghton, Long - N.S. 2		
553	*Howden Pans* - B.S.	50 0 0	1840
559	Howick - Ch. of E. 1	146 0 0	1861
554	Kenton - - N.S. 3	121 0 0	1847
557	†Kieldar - - B.S. 5		
553	†Killingworth, Colliery - 2		
557	†Kirk Whelpington Par.		
556	†Knaresdale - N.S. 4		
559	†Lesbury - Ch. of E.		
555	†Lillswood Subscription School - - -	*f*	
553	Longhirst - - N.S. 2	56 0 0	1847

a This school is pulled down. *b* Now a private adventure school. *c* School closed.
d This grant has been repaid. *e* School discontinued. *f* Inspection withdrawn.

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	NORTHUMBERLAND—*cont.*		
562	*Lowick* - - B.S. 3	*a*50 0 0	1840
562	Lowick - - N.S. 2	75 0 0	1842
562	†Lowick - - Pres.		
562	‡Lowick - - R.C.		
560	‡Lucker - - Par.		
554	†Matfen - Ch. of E. 2		
556	*Melkridge* - - N.S.	*30 0 0	1857
555	†Mickley Colliery, Boys' - Ch. of E. 4		
562	†Mindrim - Ch. of E. 2		
558	†Morpeth - - Pres. 3		
558	Morpeth, Borough (or Corporation) Schools - - 3	*200 0 0	1839
558	Morpeth, St. James' N.S. 1	200 0 0	1848
	" " " "	67 0 0	1853
	" " - "	9 6 8	1856
558	†Morpeth, St. James', Girls - - N.S.		
555	Newborough, Boys - N.S.	99 1 8	1854
554	†Newburn Manor Ch. of E. 4		
552	Newcastle-upon-Tyne, Arthur's Hill Sch. - 6	335 0 0	1857
552	Newcastle, Castle Garth (or St. Nicholas') - - N.S. 10	*150 0 0	1840
	" " - "	28 0 0	1841
552	†Newcastle-on-Tyne, Ch. of the Divine Unity School - 6		
552	†Newcastle, Clergy Jubilee Trade (Upper School) - 10		
552	Newcastle, Clergy Jubilee Trade (Lower School) - N.S.	800 0 0	1861
552	†Newcastle, Jubilee - B.S. 6		
552	Newcastle, Orphan House - - Wes. 6	1,172 0 0	1853
552	Newcastle, Ragged School - - -	852 0 0	1855
	" " - -	730 0 0	1860
552	†Newcastle, Reformatory.		
552	†Newcastle, Sallyport B.S.	*b*	
552	Newcastle, St. Andrew's - - R.C. 11	243 6 0	1856
552	Newcastle, St. Andrew's - - N.S. 10	*166 0 0	1839
	" " - "	1,130 0 0	1857
552	Newcastle, St. John's N.S. 10	*35 0 0	1838
	" " - "	40 9 4	1858
	" " - "	80 7 0	1861
552	†Newcastle, St. Mary's R.C. 11		
552	Newcastle, St. Thomas' - - N.S. 10	130 0 0	1852
560	†Newham - - B.S. 3		
555	†Newton Hall - N.S. 4		
555	*Ninebanks* - - N.S.	12 0 0	1844
	" - - "	35 0 0	1848
561	Norham - - N.S. 1	121 0 0	1846
561	*Ord, East* - - B.S.	*35 0 0	1840
555	Ovington - - N.S.	60 0 0	1845
	" - - "	23 0 0	1851
	" - - "	10 5 8	1851
559	‡Radcliffe Colliery - N.S.		
557	†Rochester, Lord Redesdale's - N.S. 2		
561	Scremerston - N.S. 1	63 0 0	1842
	" - - "	103 0 0	1858
552	*Seaton Burn* - B.S. 6	*d*20 0 0	1836
553	†Seaton Burn, Colliery - - B.S. 6		
553	†Seghill - - N.S.		
552	Shieldfield, All Saints N.S. 10	862 0 0	1858
553	*Shields, North* - N.S.	*b*300 0 0	1840
553	Shields, North - Pres. 1	250 0 0	1844
	" - - "	17 1 0	1859
553	†Shields, North - R.C. 11		
553	Shields, North, Union B.S. 1	*225 0 0	1839
561	Shoreswood - - N.S.	120 0 0	1846
	" - - "	11 9 0	1853
555	*Simonburn* - - N.S.	276 0 0	1858
561	*Spittal* - - B.S. 3	*75 0 0	1839
554	Stamfordham - R.C. 6	130 0 0	1857
554	*Sugleyfield* - - N.S.	*100 0 0	1838
553	‡Tynemouth, Ragged School.		
552	†Walbottle Colliery School.		
552	†Walker, Iron and Alkali Works - 7		
557	†Wark, Giles Heron's Charity Parish S. - 1		
559	†Warkworth, Radcliffe Colliery - Ch. of E.		
560	Warrenford - - B.S. 3	*20 0 0	1841
553	*Whitley Chapel* - N.S.	70 0 0	1849
563	†Whittingham - N.S. 1		
555	Whittonstall - N.S. 4	50 0 0	1847
	" - - "	60 0 0	1857
553	Willington Quay, Stephenson - S. 7	737 0 0	1859
563	*Wingates* - - N.S.	26 10 0	1842
558	†Witton (Nether) - N.S.		
562	Wooler - - N.S. 2	*70 0 0	1838
562	†Wooler - - Pres. 3		
	" - - "		
555	Wylam, Village - B.S.	526 0 0	1857
555	†Wylam Colliery - B.S. 6		
	NOTTINGHAMSHIRE.		
438	*Arnold, Infants* - N.S. 5	172 0 0	1845
	" " - "	70 0 0	1858
438	Arnold, Boys and Girls - - N.S. 5	480 0 0	1860
441	†Averham - - N.S. 4		
442	Balderton - - N.S. 5	283 0 0	1847
	" - - "	51 0 0	1858
442	Barnby-in-the-Willows - - N.S.	57 0 0	1851
438	Basford - - N.S. 5	390 0 0	1846
	" - - "	50 0 0	1861
434	Beckingham - N.S. 3	222 0 0	1855
438	Beeston - - N.S. 5	*144 0 0	1835
442	Besthorpe - - N.S.	40 10 0	1845
443	†Bingham - - N.S. 5		
443	Bingham - - Wes. 12	372 0 0	1860
434	†Bole - - N.S. 3		
441	†Boughton Infant Ch. of E. 5		
437	Blidworth - - N.S. 4	425 0 0	1848
444	Bramcote - - N.S.	*50 0 0	1837
443	†Bridgeford, East - N.S.		
438	†Calverton - - N.S.		
438	Carrington - - N.S. 5	*75 0 0	1836
	" - - "	35 0 0	1857
444	Chilwell - - N.S.	246 0 0	1856
442	Coddington - - N.S.	53 0 0	1847
	" - - "	18 0 0	1847

a School broken up and building converted into a dwelling house. *b* Inspection declined.
c School has ceased to exist. *d* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	NOTTINGHAMSHIRE—*cont.*		
442	†Coddington - - Wes. 1		
442	Collingham, North and South - N.S. 4	*60 0 0	1840
	" " - "	13 0 0	1845
	" " - "	52 11 6	1855
442	Collingham - - Wes. 1	330 0 0	1856
415	Costock - - N.S. 4	*50 0 0	1841
	" " - "	83 0 0	1864
435	*Cotes, Old* - - N.S.	*50 0 0	1837
413	†Cropwell Butler - Par.		
435	Dunham - - N.S. 3	215 0 0	1845
438	Eastwood, Boys - Ch. of E. 5	*60 0 0	1837
	" " - "	50 0 0	1857
438	Eastwood, Girls - Ch. of E. 5	45 0 0	1856
441	Elston, All Saints' - N.S. 5	126 0 0	1856
441	Epperstone - - N.S. 4	303 0 0	1856
442	*Farndon* - - N.S.	233 0 0	1858
441	†Farnsfield, Endowed Ch. of E. 4		
441	†Farnsfield - - Wes. 11		
435	Gringley-on-the-Hill N.S. 3	244 16 0	1856
	" " - "	39 7 0	1859
443	†Hawksworth - Ch. of E. 5		
438	Hucknall Torkard - N.S. 5	404 0 0	1855
439	Hyson Green, St. Paul's - - N.S. 5	149 0 0	1848
	" " - "	16 16 0	1857
	" " - "	900 0 0	1861
443	†Keyworth - - N.S. 4		
438	*Kimberley* - - B.S.	50 0 0	1841
444	†Kingston-upon-Soar N.S. 4		
438	*Lambley* - - N.S.	90 0 0	1851
443	†Langar - Ch. of E. 5		
441	†Laxton - Parish S. 5		
439	Lenton - - N.S. 7	150 0 0	1842
	" - - "	19 6 8	1850
	" - - "	80 0 0	1850
	" - - "	135 0 0	1852
	" - - "	55 0 0	1853
	" - - "	230 0 0	1856
	" - - "	14 0 0	1857
441	Lowdham - - N.S. 4	100 0 0	1844
	" - - "	179 5 0	1853
	" - - "	14 10 0	1855
437	†Mansfield - - Wes. 12		
437	Mansfield, St. John's N.S. 5	828 0 0	1861
437	Mansfield Woodhouse N.S. 5	200 0 0	1846
437	†Mansfield Woodhouse Wes.		
435	†Markham Clinton - N.S. 4		
435	Mattersey - - N.S.	274 12 0	1860
441	†Muskham North, Mary Woolhouse's Charity.		
442	Newark-upon-Trent, Boys - - N.S. 7	*125 0 0	1838
	" " - "	140 15 0	1860
442	Newark-upon-Trent, Girls' School - N.S. 7	84 4 0	1863
442	Newark-upon-Trent, Ch. Ch., Haughton Road - - N.S. 7	65 0 0	1849
	" " - "	360 0 0	1850
	" " - "	30 0 0	1856
	" " - "	22 10 0	1857
	" " - "	618 0 0	1858
	" " - "	309 0 0	1858
442	Newark-upon-Trent Wes. 1	273 0 0	1857
	" " - "		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	NOTTINGHAMSHIRE—*cont.*		
442	†Newark-upon-Trent (King St.), Infant N.S. 7		
438	*Newthorpe, Infants* N.S.	50 0 0	1841
440	†Nottingham (Bath Street), Boys - B.S. 11		
440	*Nottingham, Canal Street* - - B.S.	*b* *550 0 0	1835
440	Nottingham (Derby Road) - - B.S. 11	174 0 0	1858
440	†Nottingham (High Pavement) - B.S. 11		
440	Nottingham, Holy Trinity - - N.S. 6	605 0 0	1847
	" " - "	150 0 0	1855
	" " - "	100 0 0	1855
440	†Nottingham, Trinity Mixed S. 6		
440	†Nottingham (Rutland Street), St. James', Infants - N.S. 6		
440	†Nottingham, St. Barnabas' - - R.C. 9		
440	Nottingham, St. John's - - N.S. 6	517 0 0	1847
440	†Nottingham, St. John's - - R.C. 9		
440	Nottingham, St. Mary's (Barker Gate), Boys - N.S.	*300 0 0	1834
	" " - "	92 17 0	1848
	" " - "	135 10 0	1856
440	Nottingham, St. Mary's (Plumptre Street), Girls and Infants - - N.S. 6	444 0 0	1856
440	†Nottingham, St. Mary's - - R.C. 9		
440	Nottingham, St. Matthew's - N.S. 6	649 0 0	1858
440	Nottingham, St. Nicholas' - - N.S. 6	800 0 0	1860
440	†Nottingham, St. Paul's - - N.S.		
440	†Nottingham, St. Peter's - - N.S. 6		
440	†Nottingham, School of Industry - - 6		
441	Ollerton - - N.S. 5	150 0 0	1842
	" - - "	86 17 8	1856
437	†Pleasley Hill - B.S. 12		
439	Radford, Old - N.S. 6	150 0 0	1841
439	Radford, New - N.S. 6	454 0 0	1852
435	Retford, St. Saviour's N.S. 7	29 17 8	1862
435	Retford, East - N.S. 7	743 0 0	1858
435	Retford, West - N.S. 7	181 5 0	1861
435	†Retford - - Wes. 10		
438	†Ruddington, Girls and Infants - - 4		
438	Selston - - N.S. 5	301 0 0	1861
430	Snenton - - N.S. 6	*150 0 0	1847
441	†Southwell - - N.S. 4		
441	*Southwell, Holy Trinity* - - N.S.	165 0 0	1848
444	†Stapleford - - N.S. 5		
435	Sturton - - N.S. 3	51 8 0	1858
437	Sutton-in-Ashfield - N.S. 4	300 0 0	1847
	" " - "	16 13 4	1849
	" " - "	20 5 0	1858
	" " - "	81 5 0	1861

b This school is pulled down and a new one erected called "Bath Street School."

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	NOTTINGHAMSHIRE—*cont.*	£ s. d.	
437	*Sutton-in-Ashfield (Eastfield Side)* - B.S.	*125 0 0	1836
415	Sutton-Bonington, Boys - Ch. of E. 4	193 0 0	1858
415	Sutton-Bonington, Girls - - N.S. 4	160 0 0	1845
	" " - -	40 0 0	1845
	" " - -	43 16 2	1858
441	*Sutton-on-Trent* - N.S.	*50 0 0	1838
438	†Trowell - - Ch. of E. 4		
434	†Walkeringham - Ch. of E. 3		
441	‡Weston, Endowed Ch. of E.		
435	Wheatley, North - Ch. S. 3	48 10 4	1862
415	*Willoughby-on-the-Wolds, General* Ch. of E.	90 0 0	1862
436	Worksop Abbey - N.S. 7	100 0 0	1841
436	†Worksop, Castle Hill N.S.		
436	Worksop Rectory, Infants - - N.S. 7	432 0 0	1860
436	†Worksop, St. Mary's R.C.		
	OXFORDSHIRE.		
163	*Adderbury* - - N.S.	179 4 0	1855
	" - -	100 0 0	1857
159	†Ardley, Mixed - N.S. 2		
162	†Ascott - - N.S. 3		
155	†Assendon - - R.C. 5		
156	Aston Rowant - N.S. 4	70 0 0	1844
161	*Aston-in-Bampton* - N.S.	286 4 0	1857
123	‡Baldon - - N.S.		
163	‡Balscott - - N.S.		
163	†Banbury - - N.S. 2		
163	Banbury - - B.S. 6	80 0 0	1853
	" - - "	76 0 0	1858
163	†Banbury, Central, Infants - - B.S. 6		
163	†Banbury, St. John's R.C. 5		
157	†Beckley - - N.S. 4		
	" - - "		
125	†Benson - - B.S. 6		
125	Benson - - N.S. 4	127 10 0	1852
159	Bicester, Boys and Girls - - N.S. 2	818 0 0	1859
159	*Bicester, Infants* - N.S. 2	*45 0 0	1836
160	†Bladon, Mixed - N.S. 3		
163	†Bodicote - Ch. of E. 2		
161	†Bradwell - Ch. of E.		
161	Broughton-Pogis-cum-Filkius - Ch. of E. 1	86 3 0	1857
161	†Burford-cum-Fulbrooke - - N.S. 1		
156	Cadmore-End - N.S.	129 0 0	1854
160	†Casington - Ch. of E. 11		
155	†Caversham - - Parl. 5		
162	†Chadlington - N.S. 3		
162	†Chadlington, Infts. - N.S. 3		
162	Charlbury - - B.S. 6	60 0 0	1860
163	†Cherwell, Infants - B.S. 6		
150	*Chinnor* - - B.S.	54 0 0	1843
150	Chinnor - - N.S. 4	346 0 0	1860
162	†Churchill and Sarsden - - N.S. 2		
438	†Cossall, Village - S.		
157	†Cowley - - N.S. 11		
163	Cropredy - - N.S. 2	270 0 0	1855
157	Cuddesdon - - N.S. 4	68 0 0	1848
123	*Culham* - - N.S. 12	67 10 0	1850
123	Culham, Oxford Diocesan Practising Sch.	146 5 0	1853

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	OXFORDSHIRE—*cont.*	£ s. d.	
160	Deddington - - N.S. 2	400 0 0	1854
125	†Dorchester - N.S. 4		
125	†Dorchester, Girls and Infants - N.S. 4		
125	*Dorchester, Trinity* N.S.	*20 0 0	1837
163	†Drayton - - N.S. 4		
161	Ducklington, St. Bartholomew's - N.S.	243 0 0	1859
161	*Eusham* - - N.S.	228 3 6	1847
162	*Enstone* - - N.S.	*56 0 0	1837
125	†Ewelme - - N.S. 4		
162	*Finstock and Fawler* N.S. 3	285 4 0	1861
126	†Goring - - N.S. 10		
161	*Hailey* - - N.S.	60 0 0	1843
155	†Harpsden - - Par. 6		
157	Headington - - N.S. 5	170 0 0	1848
	" - - "	40 0 0	1849
	" - - "	27 0 0	1861
155	Henley-on-Thames - N.S. 10	599 0 0	1850
	" - - "	48 0 0	1860
150	†Ibstone - Ch. of E.		
157	†Iffley - Ch. of E. 10		
160	†Kiddington - - N.S. 3		
160	‡Kidlington - - N.S.		
155	†Kidmore End, St. John-the-Baptist's Ch. of E. 6		
162	†Kingham - - N.S. 2		
159	†Kirtlington - - N.S. 3		
159	Launton - - N.S.	100 0 0	1846
	" - - "	12 17 2	1851
162	Leafield - - N.S. 3	*65 0 0	1840
161	*Leigh, North* - N.S.	*48 0 0	1838
156	Lewknor - - N.S. 4	*83 0 0	1837
	" - - "	3 15 0	1851
	" - - "	27 13 3	1860
157	†Littlemore - Ch. of E. 11		
126	†Maple-Durham - Par. 5		
157	†Marston - - N.S. 11		
156	†Milton, Great - N.S. 4		
156	Milton, Little *a* - N.S. 4	140 0 0	1863
156	*Moreton* - Ch. of E.	174 0 0	1860
163	†Newington, North - N.S. 2		
163	*Newington, South* - N.S.	*67 0 0	1838
	" " - "	40 0 0	1858
161	†Newland, the Blake S. 11		
162	Norton, Chipping - B.S. 6	300 0 0	1854
162	Norton, Chipping - N.S. 2	*100 0 0	1838
	" " - "	42 13 4	1855
	" " - "	452 17 0	1860
163	‡Norton, Hook - B.S.		
163	†Norton, Hook - N.S. 2		
155	†Nuffield - Ch. of E. 5		
123	†Nuncham - - N.S. 12		
153	Oxford - - Wes. 6	76 0 0	1861
158	†Oxford, Blue Coat Sch. 11		
158	†Oxford, City - P.U.		
158	*Oxford, St. Aldate's* N.S. 11	*72 0 0	1837
157	†Oxford, St. Clement's N.S. 11		
158	†Oxford, St. Ebbe's - N.S. 11		
157	Oxford, St. Giles' - N.S. 11	*110 0 0	1838
158	†Oxford, St. Mary's - N.S. 11		
158	†Oxford, St. Michael's Ch. S. 11		
157	Oxford, St. Paul's - N.S. 11	180 0 0	1848
	" " - "	33 0 8	1853
158	†Oxford, St. Peter's-in-the-East Ch. of E. 11		

a Grants repaid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	OXFORDSHIRE—*cont.*		
159	Piddington - - N.S. 4	203 0 0	1850
161	Ramsden - - N.S. 3	68 0 0	1843
162	Rollright, Great - N.S. 2	55 15 0	1853
	" " - "	100 0 0	1861
155	Rotherfield (Grey's), Trinity, Infants - N.S. 10	60 0 0	1851
160	Sandford - - N.S.	45 0 0	1843
155	†Shiplake - - N.S. 5		
162	Shipton-under-Wychwood - - N.S. 3	255 0 0	1854
257	*Southstoke* - - N.S. *a*	30 0 0	1842
157	Summertown - N.S. 11	86 0 0	1848
155	†Swyncombe, Industrial - Ch. of E. 4		
156	*Sydenham (Wenman's)* - - N.S.	50 0 0	1851
160	Tackley - - N.S. 3	54 0 0	1841
	" - - "	24 0 0	1860
156	Tetsworth - - N.S. 5	100 0 0	1849
162	†Tew, Great, Endowed School - 2		
162	*Tew, Little* - - N.S.	*30 0 0	1836
	" - - "	10 0 0	1846
156	*Thame* - - B.S.	*150 0 0	1837
156	*Thame* - - N.S.	*120 0 0	1838
	" - - "	60 0 0	1843
125	*Warborough* - N.S.	45 0 0	1846
163	†Wardington - N.S. 2		
155	Watlington - - N.S. 4	50 0 0	1844
161	*Westwell* - - N.S.	40 0 0	1855
157	Wheatley - - N.S. 4	357 0 0	1853
163	*Wigginton* - - N.S.	164 0 0	1860
161	Witney - - N.S. 1	*47 0 0	1837
	" - - "	630 0 0	1857
	" - - "	69 0 0	1858
161	†Witney - - Wes. 6		
	" - - "		
125	*Woodcote* - - N.S.	*35 0 0	1837
160	Woodstock - - N.S. 3	691 0 0	1855
160	*Woolvercote* - Par. 11		
163	‡Wroxton - - N.S.		
	RUTLANDSHIRE.		
419	†Ashwell - Ch. of E.		
420	†Bisbrooke - Ch. of E. 3		
419	*Braunston* - - N.S.	40 0 0	1847
421	*Clipsham* - - N.S.	77 0 0	1849
	" - - "	31 2 0	1861
419	†Cottesmore - - N.S. 3		
419	†Empingham, Foster Charity - - N.S.		
419	†Exton - - N.S. 3		
419	†Greetham - Ch. of E. 3		
419	Hambleton - - N.S.	*30 0 0	1838
	" - - "	25 0 0	1843
421	Ketton - - N.S. 3	203 0 0	1858
419	†Langham - Ch. of E. 3		
420	Luffenham, South - N.S.	76 0 0	1847
419	Manton - - N.S. 3	95 4 0	1861
419	Oakham, Model Sch. 3	589 15 0	1852
421	*Ryhall* - - N.S.	*50 0 0	1830
420	Seaton - - N.S. 3	222 10 0	1859
420	†Uppingham - - N.S. 3		
420	*Wing* - - N.S. 3	84 0 0	1855
	SHROPSHIRE.		
359	Acton Burnell - N.S.	32 0 0	1848
304	†Adderley - - N.S. 7		
359	†Aberbury - Ch. of E. 4		

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	SHROPSHIRE—*cont.*		
363B	*Ash* - - - N.S.	88 0 0	1849
364	*Aston-in-Woore* - N.S.	45 0 0	1843
366	Aston (Church) - N.S. 4	60 0 0	1841
357	Beckbury - - N.S. 5	96 7 6	1854
359	*Berrington* - - N.S.	32 0 0	1844
353	Bishop's Castle - N.S. 6	50 0 0	1843
	" " - "	6 13 4	1848
	" " - "	20 0 0	1856
359	*Bomere Heath* - N.S.	123 0 0	1860
356	†Bridgnorth, Blue Coat - - N.S. 6		
356	Bridgnorth, St. Leonard's, Upper Town N.S. 5	14 17 6	1851
	" - "	493 13 4	1855
356	Bridgnorth, St. Mary's, Low Town N.S. 5	156 19 0	1848
	" " - "	9 19 8	1852
	" - "	168 0 0	1857
353	Brockton - " - N.S.	105 0 0	1846
358	Broseley - - N.S. 2	16 4 9	1850
	" - - "	709 1 6	1855
352	*Cainham* - - N.S.	*47 0 0	1835
356	*Chelmarsh* - - N.S.	80 0 0	1851
366	†Chotwynd - - N.S. 4		
351	*Church Stretton* Ch. of E.	521 2 0	1862
353	†Clun - - N.S. 6		
353	Clunbury - - Ch.S. 6	257 10 0	1863
353	*Clungunford* - N.S. 6	287 0 0	1858
358	†Coalbrookdale Company's, Boys - N.S. 5		
358	†Coalbrookdale, Girls and Infants Ch. of E. 5		
362	Cockshutt - - N.S.	274 0 0	1857
359	*Cressage* - - N.S.	170 14 0	1858
353	Dawley - - N.S. 5	120 0 0	1842
	" - - "	30 0 0	1847
	" - - "	58 0 0	1863
358	†Dawley Bank, Infants - Ch. of E. 5		
358	†Dawley, Poole Hill (Coalbrookdale Company's Ch. of E. 9		
352	†Diddlebury - - N.S. 4		
366	†Donnington Wood - N.S. 6		
364	Drayton, Little - N.S. 7	50 0 0	1851
	" " - "	30 0 0	1857
	" " - "	65 10 0	1861
364	Drayton, Market - N.S. 7	*170 0 0	1836
	" " - "	79 11 8	1856
	" " - "	133 19 2	1858
362	†Duddlestone Heath N.S. 6		
362	†Duddlestone, Subscription School.		
356	Eardington - N.S. 3	25 0 0	1847
	" - "	160 0 0	1855
359	Eaton Constantine - N.S. 5	42 0 0	1850
302	†Ellesmere - - N.S. 6		
365	*Ercall (High)* - N.S.	135 2 6	1861
362	Hampton (Welsh) - N.S. 6	53 10 0	1851
	" " - "	120 0 0	1856
	" " - "	34 0 0	1859
359	*Harley* - Ch. of E.	170 14 0	1859
304	Hinstock - - N.S. 4	*60 0 0	1839
	" - - "	30 0 0	1855
	" - - "	146 0 0	1858
364	Hodnet - - N.S.	*80 0 0	1838
608	Hope (in Worthen) N.S. 6	70 0 0	1845
354	Hope Bowdler - N.S.	122 8 0	1856
353	†Hopesay - - Par. 6		

a School pulled down.

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	SHROPSHIRE—*cont.*		
362	Hordley - - N.S. 6	35 0 0	1845
	" - - "	20 0 0	1846
358	Ironbridge, Par. Ch. of E. 9	759 0 0	1860
358	†Ironbridge, Severnside School - -		
358	Jackfield - - N.S. 5	160 0 0	1845
357	Kemberton - - N.S.	100 0 0	1857
365	†Ketley - - N.S. 5		
355	Kinlet - - N.S.	58 0 0	1844
	" - - "	29 14 8	1855
361	Kinnerley - - N.S. 4	345 0 0	1857
360	†Leaton - - Par. 4		
366	†Lilleshall - - N.S. 6		
604	*Llanvair Waterdine* - - N.S.	127 0 0	1855
363A	Loppington - - N.S. 4	75 10 0	1853
352	Ludlow - - N.S. 7	900 0 0	1856
358	Madeley - - N.S. 3	230 0 0	1846
	" - - "	25 13 4	1850
358	†Madeley Wood, Lloyd's - - Par. 3		
358	Madeley Wood - Wes. 2	357 0 0	1859
361	*Maesbury* - - N.S.	42 0 0	1841
358	†Malin's Lee - - N.S. 5		
361	Martin's, St. (The Lodge) - - N.S. 6	127 5 0	1853
360	Meole Brace - N.S. 4	238 0 0	1861
362	†Middle - Ch. of E. 4		
356	†Middleton - - R.C.		
608	Middleton-in-Chirbury - - N.S. 6	60 0 0	1849
	" - " - "	15 0 0	1855
	" - " - "	93 0 0	1858
350	†Minsterley - - N.S. 6		
356	Morville - - N.S. 3	179 0 0	1857
385	*Nash* - - N.S.	75 0 0	1847
355	Neen and Milson - N.S.	63 0 0	1848
353	†Newcastle - Ch. of E.		
363	*Newtown* - - N.S.	93 0 0	1858
352	†Norton (Stockton) - N.S. 3		
352	*Onibury* - - N.S.	*30 0 0	1837
361	Oswestry - - N.S. 7	338 0 0	1842
	" - - "	22 0 0	1854
361	Oswestry - - B.S. 11	*150 0 0	1841
360	*Oxon* - - N.S.	155 6 8	1862
365	Pain's Lane, St. George's - Ch. of E. 9	921 0 0	1861
	" - "	48 0 0	1863
359	Pontesbury - Ch. of E. 6	288 0 0	1856
361	*Porthywaen* - N.S.	*60 0 0	1839
363	Prees - - N.S. 4	160 0 0	*1848
365	*Preston-on-the-Wildmoors* - N.S.	25 0 0	1846
	" " - "	11 13 0	1847
361	*Rhydycroesau* - N.S.	85 0 0	1851
365	Rodington - - N.S. 4	102 0 0	1849
	" - - "	30 0 0	1854
357	Ryton - - N.S. 5	64 10 0	1850
	†Salop (South-east District) - - P.U.		
364	Sambrook - - N.S. 4	211 0 0	1857
361	Selatyn - Ch. of E. 7	155 9 0	1862
359	*Sheinton* - - N.S.	60 0 0	1846
	" - - "	10 0 0	1847
353	*Shelve* - - N.S.	45 0 0	1843
357	†Shiffnal - - N.S. 5		
360	†Shrewsbury, Holy Cross - - N.S. 9		
360	Shrewsbury - - B.S. 2	154 18 0	1860
360	Shrewsbury, Coleham - - N.S. 9	*120 0 0	1840
	" " - "	90 0 0	1844
	" " - "	75 12 8	1849
360	Shrewsbury, St. Alkmond's - Ch. of E. 9	180 0 0	1856
360	Shrewsbury, St. Chad's - - N.S. 9	*290 0 0	1838
	" " - "	1,063 0 0	1860
360	Shrewsbury, St. Mary's and St. Michael's - - N.S. 9	38 6 0	1857
	" " - "	36 0 0	1861
352	Stoke, St. Milborough N.S. 7	116 0 0	1857
352	Stokesay - - Par. 7	289 4 0	1857
355	*Stottesdon* - - N.S.	*125 0 0	1838
363B	*Tilstock* - - N.S.	*60 0 0	1838
359	Upton Magna - N.S. 7	277 0 0	1859
365	Wellington - - N.S. 7	31 15 0	1848
	" - - "	725 6 8	1855
365	Wellington - - Wes. 2	403 0 0	1858
365	†Wellington, St. Patrick's - - R.C. 9		
363A	Wem - - N.S. 4	150 0 0	1840
363A	*Wem* - - B.S.	*200 0 0	1840
358	Wenlock, Much - N.S. 5	267 0 0	1849
	" " - "	10 14 6	1860
359	Westbury - - N.S. 7	173 0 0	1850
	" - - "	31 13 4	1855
363B	Whitchurch, Boys - N.S. 5	32 0 0	1854
	" - "	17 0 0	1855
363B	†Whitchurch "End., Girls - - N.S. 5		
363B	*Whitchurch* - - Wes.	226 0 0	1863
361	Whittington - N.S. 6	214 10 0	1854
363A	*Whixall* - - N.S.	150 0 0	1850
354	Wistanstow - N.S. 7	427 0 0	1859
365	Wombridge, Oakengates - - N.S. 5	204 0 0	1846
	" " - "	102 0 0	1859
364	*Woore, St. Leonard's* - - N.S.	42 0 0	1842
	" " - "	5 0 0	1847
	" " - "	52 0 0	1854
356	†Worfield, Endowed School.		
608	Worthen - - N.S. 7	93 0 0	1852
365	Wrockwardine - N.S. 7	80 0 0	1854
	" -	41 0 0	1857
365	†Wrockwardine Wood N.S.		
	SOMERSETSHIRE.		
317	Aller - - N.S. 2	*35 0 0	1835
319	*Ash* - - N.S.	50 0 0	1847
328	Ashton, Long - Par. 6	478 15 0	1862
328	Backwell - - N.S. 6	192 12 6	1862
315	*Bagborough, West* - Par.	*40 0 0	1838
323	†Baltonsburgh - N.S. 1		
324	*Banwell* - - Par.	50 0 0	1840
	" - - "	215 2 6	1862
322	†Batcombe - - N.S. 6		
326	†Bath - - P.U.		
326	†Bath - - R.C. 6		
326	Bath Abbey and St. James' - - N.S. 12	7 12 6	1850
	" " - "	12 6 8	1853
326	Bath and Bath Forum - - B.S. 7	460 0 0	1854
326	†Bath, Beacon Hill - N.S. 11		
326	†Bath, Harley Street, Girls 7		

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	SOMERSETSHIRE—*cont.*		
326	†Bath, Octagon Chapel N.S. 12		
326	Bath, St. Saviour's - N.S. 10	150 0 0	1846
	" " - "	9 6 0	1851
	" " - "	5 0 0	1856
	" " - "	9 6 8	1859
326	†Bath, Sutcliffe Indus. Sch.		
326	†Bath, Trim Street Chapel - - B.S. 7		
326	†Bath, Walcot Chapel Wes. 7		
326	Bath, Walcot, St. Swithin's, Guinea Lane - - N.S. 11	450 0 0	1842
	" " - "	13 15 6	1849
	" " - "	16 9 4	1850
	" " - "	15 15 0	1851
	" " - "	16 10 0	1854
	" " - "	33 6 8	1855
	" " - "	22 17 6	1859
326	†Bath, East Walcot Infants - - N.S. 11		
326	Bath, Walcot, Trinity N.S. 11	*115 0 0	1838
	" " - "	409 0 0	1856
	" " - "	55 0 0	1858
326	Bath, Weymouth House, Central - - N.S. 12	25 10 1	1850
	" " - "	38 6 8	1851
	" " - "	23 15 2	1852
	" " - "	140 0 0	1854
326	†Bathampton - - N.S. 11		
326	Batheaston - - N.S. 11	984 0 0	1859
326	†Bathwick - Ch. of E. 11		
326	†Bathwick, Victoria, Infants - Ch. of E. 11		
321	†Beckington - - Par. 6		
328	Bedminster and St. Paul's District - N.S. 10	*252 0 0	1838
	" " - "	65 0 0	1849
	" " - "	28 6 8	1852
	" " - "	12 2 8	1855
328	Bedminster - - B.S. 7	288 0 0	1847
	" - - "	335 0 0	1855
324	*Berrow* - - N.S. 4	70 0 0	1843
324	*Biddisham* - - N.S. 4	120 0 0	1860
322	*Binegar* - - N.S.	100 0 0	1858
328	Bishport - - N.S. 10	100 0 0	1842
	" - - "	5 16 6	1850
	" - - "	9 16 8	1852
	" - - "	232 13 7	1856
324	*Blagden (Charterhouse)* - Ch. of E.	193 10 0	1861
324	Bleadon - - N.S.	146 1 0	1854
314	Bradford - - N.S. 3	50 0 0	1845
	" - - "	18 6 0	1860
313A	†Brendon Hill Ch. of E. 4		
324	*Brent, East* - - N.S.	70 0 0	1841
324	Brent, South - N.S.	260 0 0	1862
320	Brewham - - N.S. 6	333 0 0	1861
316	Bridgwater (Dr. Morgan's) - - N.S.	28 2 0	1858
316	†Bridgwater, (Provident Place), General - - B.S. 11		
316	Bridgwater, Girls - N.S.	27 10 0	1853
	" - - "	16 0 0	1858
316	*Bridgwater, Ragged and Ch. of E. Day School* - - 2	405 0 0	1860
	SOMERSETSHIRE—*cont.*		
316	*Bridgwater, St. Mary's, Mount Street Infants* - N.S. 2	111 0 0	1846
316	†Bridgwater, Infants' Sch. 2		
316	†Bridgwater, West Street - - N.S. 2		
316	‡Bridgwater - - Wes.		
327	Brislington - - N.S. 11	853 0 0	1859
327	†Brislington, Arno's Court Reformatory - - R.C.		
329	Bristol, St. Mary Redcliffe - - N.S. 10	1,326 0 0	1856
329	†Bristol, St. Mary Redcliffe, Infants (Pyle Street) - N.S. 10		
329	†Bristol, Temple Ch., Infants, Ch. of E. 10		
329	†Bristol, Temple Church, Colston's Boys' School 10		
313	†Brompton-Ralph - N.S.		
313B	*Brushford* - - N.S.	*22 0 0	1840
320	Bruton - - N.S. 6	171 15 0	1853
321	Buckland Dinham - N.S. 6	102 0 0	1849
324	Burnham - - N.S. 4	200 0 0	1857
324	†Burrington School - 6		
316	‡Burrowbridge Ch. of E.		
323	Butleigh - - N.S. 1	151 0 0	1846
	" - - "	40 0 0	1854
325	Cameley - - Par. 7	122 1 3	1861
316	Cannington - - N.S. 3	*140 0 0	1836
320	Castle Cary - - N.S. 6	110 0 0	1845
	" - "	20 0 0	1847
	" - "	63 0 0	1856
	" - "	4 15 0	1858
	" - "	16 10 0	1860
316	*Catcott* - - N.S. 1	37 10 0	1843
321	Chantry, Industrial Sch. 6	782 2 0	1857
318	Chard - - N.S. 3	24 0 0	1860
327	*Charlton (Queen)* - N.S.	178 0 0	1858
321	†Charlton, West - N.S. 2		
324	‡Cheddar - - N.S. *a*		
315	*Cheddon Fitzpaine* N.S.	80 0 0	1847
325	Chew-Magna - Par. 7	30 14 8	1858
325	†Chewstoke - - N.S. 7		
323	Chewton Mendip - Par. 5	200 0 0	1862
324	Churchill - - Par. 6	25 16 8	1859
316	*Chilton-upon-Polden, Sunday School* - - -	*30 0 0	1840
325	†Clandown - Ch. of E. 7		
313A	†Clatworthy - Ch. of E. 4		
313	Cleeve (Old) - N.S. 4	35 0 0	1854
313	*Cleeve, Trinity* Ch. of E.	207 0 0	1862
328	Clevedon - - N.S. 6	*25 0 0	1835
	" - - "	657 0 0	1859
325	*Clutton* - - N.S.	*44 0 0	1839
319	†Coker (East) - N.S.		
319	†Coker, East, Juvenile and Infants - B.S. 4		
321	*Coleford* - - N.S.	*60 0 0	1835
	" - - "	102 0 0	1840
	" - - "	6 13 4	1853
	" - - "	26 1 0	1858
321	† Coleford - - Wes.		
326	Combe Down - - N.S.	30 0 0	1847
	" - - "	5 10 0	1852
315	*Combe Florey* - N.S. 4	30 0 0	1846
318	†Combe, St. Nicholas' N.S. 3		
316	Combwich - - N.S. 2	120 0 0	1857

a Inspection withdrawn.

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	SOMERSETSHIRE—*cont.*		
324	*Compton Bishop* - N.S.	50 0 0	1844
327	Compton Dando - N.S. 11	226 0 0	1858
325	Compton Martin - N.S.	55 0 0	1843
320	†Compton Pauncefoot - - N.S. 5		
324	‡Congresbury - N.S.		
315	†Corfe - - Par. 3		
327	*Corston* - - N.S.	60 0 0	1844
	" - - "	14 0 0	1845
323	*Coxley* - - N.S.	60 0 0	1843
322	Cranmore, East and West - - N.S. 6	13 9 0	1859
318	Crewkerne - - N.S. 2	250 0 0	1848
315	Curry, North - - N.S. 2	238 0 0	1848
	" " - - "	2 8 4	1858
313	†Cutcombe, End. - N.S. 4		
325	Downside, Ch. Ch. - N.S.	40 0 0	1841
	" " - - "	20 0 0	1843
	" " - - "	25 0 0	1846
323	†Dulcote - - N.S. 5		
313B	*Dulverton* - - N.S. 4	342 8 0	1863
328	*Dundry* - - N.S.	296 0 0	1858
326	*Dunkerton* - - N.S.	80 0 0	1848
313	†Dunster - Ch. of E. 4		
313	Dunster - - Wes. 11	50 0 0	1849
	" - - "	95 0 0	1853
	" - - "	14 12 0	1860
316	*Easlover, St. John's* N.S.	117 0 0	1847
	" " - - "	58 10 0	1850
313	*Elworthy* - - N.S.	*50 0 0	1838
322	Evercreech, Ch. Ch. N.S. 6	75 0 0	1840
	" " "	443 9 0	1855
	" " "	157 0 0	1857
294	†Exmoor - - N.S.		
328	Failand - - N.S.	*40 0 0	1839
	" - - "	20 0 0	1848
	" - - "	3 15 6	1848
325	Farmborough - Par. 7	315 12 0	1858
328	†Flax Bourton - N.S. 6		
258	Freshford - Ch. of E. 11	100 0 0	1848
	" - - "	4 15 0	1853
321	Frome, Milk Street B.S. 6	37 10 0	1858
321	†Frome - - Wes. 6		
321	†Frome, Girls - N.S.		
321	*Frome, Ch. Ch.* - N.S.	181 0 0	1843
321	Frome-Selwood - N.S. 6	28 6 6	1853
	" " - - 6	34 2 10	1857
321	Frome, Trinity - N.S. 6	125 0 0	1841
	" " - - "	25 0 0	1846
	" " - - "	16 19 8	1858
323	Glastonbury, Boys and Girls - - N.S. 2	29 16 8	1860
316	†Greinton - - Par.		
317	*Hambridge* - - N.S.	100 0 0	1847
319	†Hardington Mandeville - - N.S. 2		
325	†Harptree, East - Par. 5		
315	†Hatch-Beauchamp N.S.		
318	Hinton, St. George's N.S. 3	287 0 0	1850
320	Horsington - - N.S.	378 0 0	1857
313B	‡Huish-Champflower N.S.		
315	Hull, Bishop's - N.S. 3	129 0 0	1848
316	†Huntspill - - N.S. 3		
319	*Ilchester* - - N.S.	*79 0 0	1837
318	Ilminster - - N.S. 3	500 0 0	1855
317	*Keinton Mandeville* N.S.	42 0 0	1846
328	Kenn - - N.S. 5	37 10 0	1842
327	Keynsham - - Par. 10	568 0 0	1857
327	†Keynsham - - B.S. 7		

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	SOMERSETSHIRE—*cont.*		
321	Kilmersdon - - Ch. of E. 6	309 0 0	1857
267	†Kilmington - - N.S. 5		
317	*Kingsdon* - - N.S.	*52 0 0	1838
328	*Kingston Seymour* Par.	228 0 0	1858
314	†Langford Budville N.S. 2		
321	†Leigh-upon-Mendip N.S. 6		
319	*Limington* - - N.S.	*35 0 0	1834
325	Littleton, High - N.S. 7	140 0 0	1844
	" " - - "	4 11 4	1852
324	*Locking* - - N.S. 4	116 0 0	1860
313A	*Longford* - - N.S.	310 0 0	1858
320	†Lovington - Ch. of E.		
321	†Lullington - - B.S. 6		
313A	†Luxborough - - N.S. 4		
326	Lyncombe, St. Mark's - - N.S. 10	260 0 0	1845
	" " - - "	25 0 0	1853
324	Mark " - - N.S. 4	100 0 0	1845
	" - - "	23 6 8	1853
321	†Marston Bigott Ch. of E. 6		
319	Martock - - N.S. 2	152 10 0	1848
	" - - "	5 18 0	1851
323	†Meare - - N.S. 4		
321	†Mells - Ch. of E. 6		
318	Merriott - - N.S. 2	*66 0 0	1835
316	Middlezoy - - N.S. 3	100 0 0	1844
	" - - "	33 0 0	1849
320	†Milborne Port - B.S. 4		
320	†Milborne Port - N.S. 2		
314	†Milverton - - N.S.		
313A	*Monksilver* - - N.S.	66 0 0	1847
	" - - "	10 0 0	1857
319	Montacute - - N.S. 1	126 0 0	1848
	" - - "	9 6 4	1852
	" - - "	40 0 0	1857
317	‡Monteclefe - - N.S.		
319	*Mudford* - - N.S.	81 0 0	1848
328	†Nailsea - - Par.		
328	*Nailsea, Ch. Ch.* - N.S. 6	150 0 0	1844
313A	†Nettlecombe, Yard N.S. 4		
325	Norton, Midsomer - N.S. 1	101 10 0	1841
	" " - - "	50 0 0	1846
	" " - - "	14 5 5	1852
321	Norton, St. Philip, Infants - - N.S. 6	40 0 0	1841
322	†Oakhill - - B.S. 6		
325	Paulton - - N.S. 7	50 0 0	1845
	" - - "	67 0 0	1846
	" - - "	5 10 0	1847
	" - - "	5 6 8	1853
	" - - "	54 0 0	1856
	" - - "	3 16 0	1856
325	†Paulton - - Wes. 6		
322	*Pennard, East* - N.S.	35 0 0	1843
323	Pennard, West Ch. of E. 1	81 0 0	1852
	" " - - "	6 17 0	1854
	" " - - "	178 0 0	1854
	" " - - "	10 0 0	1856
	" " - - "	14 0 0	1857
320	*Ponselwood* - - N.S.	69 0 0	1847
316	Petherton, North - N.S. 2	*150 0 0	1839
	" " - - "	28 13 0	1854
	" " - - "	12 6 8	1857
316	†Petherton, North; Congregational - B.S. 11		
319	†Petherton, South, Boys - - N.S. 2		
319	†Petherton, South, Girls - - N.S.		

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	SOMERSETSHIRE—*cont.*		
328	†Pill - - - B.S.		
328	Pill (Benevolent) Ch. of E. 10	5 0 0	1851
	" - - -	650 0 0	1855
322	*Pilton* " - - N.S.	40 0 0	1847
315	Pitminster - - N.S.	75 0 0	1843
	" - - -	45 0 0	1845
	" - - -	25 0 0	1856
328	Portishead - - N.S. 5	76 10 0	1841
	" - - -	2 15 0	1845
	" - - -	133 0 0	1847
	" - - -	10 10 0	1855
325	†Publow, Pyne's - N.S.		
316	Puriton, Charity Ch. of E. 2	184 10 0	1861
325	Radstock - - N.S. 7	639 18 0	1858
276	Rimpton - - N.S.	32 0 0	1845
321	†Road - - Wes. 6		
314	Rockwell Green - N.S. 2	12 0 0	1857
315	Ruishton - - N.S. 2	133 0 0	1862
318	Seavington, St. Michael's - - N.S. 2	45 0 0	1844
318	*Shepton Beauchamp* N.S.	*60 0 0	1838
	" -	202 4 0	1859
322	Shepton Mallet - N.S. 5	1,062 12 0	1863
322	†Shepton Mallet - B.S. 6		
324	Shipham - - - N.S. 5	*40 0 0	1840
	" - - -	17 10 0	1860
317	†Somerton - Ch. of E.		
316	†Spaxton - - N.S. 3		
313A	†Stogursey - School 3		
315	Stoke, St. Gregory Ch. of E. 2	351 0 0	1858
322	†Stoke Lane, St. Michael's - - N.S. 5		
326	†Stoke, South - Ch. of E. 11		
320	*Stoke Trister* - N.S.	22 0 0	1842
325	†Stowey - Ch. of E. 7		
316	Stowey Nether Ch. of E. 3	114 0 0	1856
316	†Stower Over - Ch. of E. 3		
322	Stratton - - N.S. 5	282 0 0	1860
323	Street and Walton - B.S. 6	*100 0 0	1837
	" " - -	4 3 8	1847
	" " - -	684 18 4	1860
325	*Sutton Bishop* - N.S.	70 0 0	1844
317	Sutton, Long - Ch. of E. 2	21 0 0	1860
315	†Tangier (Taunton) Sch.		
315	†Taunton - - P.U.		
315	Taunton, Central - N.S. 2	*185 0 0	1838
	" " - -	20 0 0	1851
	" " - -	35 0 0	1852
	" " - -	48 0 0	1856
315	†Taunton, Trinity - N.S. 1		
315	Taunton - - B.S. 11	*75 0 0	1840
	" - - -	125 0 0	1840
	" - - -	29 15 8	1853
	" - - -	4 12 8	1854
	" - - -	44 0 0	1856
315	Taunton, Original Infant School - 11	27 0 0	1855
315	†Taunton, Saint George's - - R.C.		
320	Temple Combe - N.S. 2	60 0 0	1845
315	†Thorn Falcon - N.S.		
329	Tickenham - - N.S.	98 0 0	1852
313A	†Timberscombe, Endowed - - N.S.		
325	†Timsbury - - N.S. 7		
313A	†Treborough - N.S.		
326	Twerton - Ch. of E. 11	636 6 0	1855
	" - -		
321	*Wainstrow* - - N.S.	72 0 0	1856

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	SOMERSETSHIRE—*cont.*		
313	‡Washford - N.S.		
314	†Wellington - N.S. 2		
314	†Wellington (Fox Brothers) - - B.S. 11		
326	Wellow - - N.S. 5	128 0 0	1852
323	†Wells, Blue Coat School.		
323	Wells, Central Sch. 5	1,400 0 0	1859
323	†Wells, East, Saint Thomas' - - N.S.		
323	†Westbury - - N.S. 5		
326	Weston (near Bath) N.S. 11	266 0 0	1847
324	Weston-super-Mare N.S. 4	270 0 0	1845
	" " "	50 0 0	1852
324	Weston-super-Mare B.S. 7	123 13 4	1855
	" " "	46 0 0	1857
324	†Weston - super-Mare, Emmanuel, Infants - - N.S. 4		
316	*Weston Zoyland* - N.S.	60 0 0	1842
	" - -	6 4 0	1847
326	Widcombe (Bath) - N.S. 10	31 5 4	1853
	" " - "	140 0 0	1858
326	†Widcombe, Infants " Par. 10		
320	Wincanton - N.S. 5	*130 0 0	1838
	" - - -	6 15 0	1856
	" - - -	22 15 0	1861
328	Winford - - N.S.	96 0 0	1847
324	*Winscombe* - B.S.	*50 0 0	1835
318	†Winsham - - N.S. 3		
314	Wiveliscombe - N.S. 3	176 0 0	1842
323	Wookey - - N.S. 5	100 0 0	1845
	" - - -	69 0 0	1855
	" - - -	46 18 0	1858
	" - - -	22 16 0	1863
323	†Wootton, North - N.S.		
324	†Worle - - N.S. 4		
328	†Wraxall, Trinity - N.S. 5		
324	Wrington - - N.S. 6	*35 0 0	1842
	" - -	706 0 0	1857
321	*Writhlington* - N.S.	30 0 0	1847
328	*Yatton* - - N.S.	*72 0 0	1835
	" - - -	105 0 0	1844
	" - - -	4 15 0	1853
319	Yeovil, Paradise St. Boys' - Ch. of E. 1	250 0 0	1846
	" - - -	18 5 8	1852
319	†Yeovil, Girls' and Infants', Church Street - Ch. of E. 1		
319	*Yeovil, Hendford Trinity* - Ch. of E. 1	379 5 0	1863
	STAFFORDSHIRE.		
378	Acton, Trussell and Bednall - - N.S. 11	353 0 0	1857
366	*Adbaston* - - N.S.	45 0 0	1844
	" - - -	16 0 0	1848
380	†Aldridge, Girls' and Infants' - - N.S. 1		
377	Alrewas - - N.S. 11	460 0 0	1856
373	Alton - - - N.S. 9	108 0 0	1845
	" - - -	8 10 0	1852
373	†Alton, St. John's - R.C. 10		
383	Amblecote - - N.S. 1	650 0 0	1857
383	*Amblecote (Dennis' Park)* - N.S.	206 0 0	1847
384	Areley, Upper - N.S. 3	404 0 0	1861

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	STAFFORDSHIRE—*cont.*	£ s. d.	
364	Ashley - - N.S. 7	400 0 0	1860
368	†Ashton-in-Stone, St. Michael's - - R.C.		
368	Aston, St. Saviour's N.S. 8	80 0 0	1848
369	†Audley - - Wes. 12		
369	Audley, Mixed - N.S. 6	313 10 0	1855
369	*Audley, Village, Girls'* - - N.S.	*a**130 0 0	1834
	" " - "	40 0 0	1848
	" " - "	40 0 0	1850
	" " - "	36 0 0	1856
	" " - "	19 7 6	1859
380	Barr, Great - N.S.	570 0 0	1857
369	Betley - - N.S. 6	256 0 0	1855
157	Biddulph Moor - N.S. 5	155 6 8	1853
379	*Bilston* - - B.S. 3		
379	†Bilston, Saint Joseph's - - R.C. 9	*150 0 0	1839
379	Bilston, St. Leonard's - - N.S. 12	265 0 0	1849
	" " - "	1,215 10 0	1859
379	Bilston, St. Luke's, Infants - - N.S. 12	175 10 0	1852
379	Bilston, St. Mary's - N.S. 12	350 0 0	1840
	" " - "	108 0 0	1843
	" " - "	120 0 0	1845
	" " - "	21 0 0	1848
	" " - "	40 0 0	1851
	" " - "	16 4 0	1858
379	†Bilston - - Wes.		
378	Bishop's Wood - N.S.	273 0 0	1856
380	Birchills - - N.S. 1	344 0 0	1855
380	*Blakenall* - - N.S. 1	395 12 6	1863
380	Blakenall Heath - N.S.	75 0 0	1843
	" " - "	40 0 0	1846
	" " - "	115 0 0	1861
380	Bloxwich - - N.S. 1	81 0 0	1845
	" - - "	22 0 0	1849
	" - - "	16 13 4	1853
	" - - "	12 0 0	1856
	" - - "	823 17 8	1862
357	Blymhill - - Par. 4	416 0 0	1857
374	‡Bramshall - - Ch.S.		
377	Brereton - - N.S. 12	75 0 0	1846
	" - - "	20 0 0	1850
	" - - "	30 0 0	1855
378	Brewood - - N.S. 3	652 0 0	1860
378	†Brewood, St. Mary's R.C. 9		
383	Brierley Hill - N.S. 1	*270 0 0	1835
	" - - "	150 0 0	1843
383	†Brierley Hill - Wes. 4		
383	*Brockmoor* - N.S. 11	300 0 0	1846
374	*Bromley, Abbot's* - N.S.	90 0 0	1844
377	Bromley, King's, Infants - - N.S. 11	30 0 0	1853
377	†Bromley, King's, Girls - - Par.		
381	Bromwich, West, All Saints' - N.S. 2	67 0 0	1861
381	Bromwich, West, Christ Church - N.S. 2	665 14 9	1863
381	Bromwich, West, Ebenezer Independent School - - 4	100 0 0	1840
381	†Bromwich, West, Gold's Hill, Iron-works - Ch. of E. 2		
381	†Bromwich West, Hill Top - - Wes. 4		
381	Bromwich, West; Holy Trinity - N.S. 2	155 0 0	1843
	" " " "	22 0 0	1846
	" " " "	120 10 0	1855
381	Bromwich, West, St. James', Hill Top - N.S. 2	400 0 0	1845
381	†Bromwich, West, St. Peter's - - N.S. 2		
381	‡Bromwich, West - R.C.		
381	†Bromwich, West, Summit - - B.S. 4		
381	Bromwich, West - Wes. 4	1,800 0 0	1858
372	Brown Edge - N.S.	131 11 0	1846
370	Burslem, St. Paul's, Dale Hall - - N.S. 3	*150 0 0	1836
	" " " "	*b*100 0 0	1843
	" " " "	45 13 0	1861
370	*Burslem, St. Paul's (Sytch)* - N.S. 3	111 10 0	1841
	" " "	23 0 0	1847
370	Burslem, St. John's N.S. 3	27 16 8	1853
	" " - "	15 0 0	1855
370	Burslem - - Wes. 11	441 0 0	1851
375	Burton-on-Trent - B.S.	237 10 0	1845
	" - "	26 13 4	1854
375	Burton-on-Trent (Anderstaff Lane), Trinity, Infants' - N.S. 11	100 0 0	1846
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants N.S. 11	504 4 0	1862
375	Burton - on - Trent, Christ Church - N.S. 11	310 0 0	1844
	" " " "	118 0 0	1855
	" " " "	543 0 0	1858
378	†Bushbury - - N.S. 10		
378	†Cannock, Endowed N.S. 3		
382	†Capponfield Iron-works - Ch. of E. 2		
373	Cauldon, Low - N.S. 9	100 0 0	1848
373	Caverswall - - N.S. 6	215 15 0	1862
373	Cheadle - - N.S. 6	150 0 0	1840
	" - - "	412 8 0	1845
	" - - "	53 6 8	1855
373	†Cheadle, St. Giles' - R.C. 10		
373	†Cheadle, St. Wilfred's R.C.		
373	Cheddleton - - N.S. 9	221 4 6	1855
378	*Cheslyn Hay* - B.S.	*100 0 0	1840
370	Chesterton - - N.S. 4	854 0 0	1857
370	*Chesterton (late Alsager's Bank)* - N.S.	*c**130 0 0	1834
	" "	20 0 0	1845
369	*Chorlton* - " - N.S.	68 0 0	1849
370	†Cobridge - - N.S. 4		
370	†Cobridge, St. Peter's R.C. 10		
377	†Colton - Ch. of E. 12		
382	†Corngreave's New British Iron Company's School.		

* Being one-third of a grant towards erecting this school, with two others in the same parish, viz., "Talk-o'-the-Hill" and "Alsager's" (now called "Chesterton").

b Towards liquidating debt in this and St. Paul's school (Sytch).

c Being one-third of a grant towards erecting this school in conjunction with two others in the same parish, viz., "Talk-o'-the-Hill" and "Audley Village" girls' school.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	STAFFORDSHIRE—*cont.*		
382	Coseley, Ch. Ch. - N.S. 10	193 0 0	1845
382	Coseley (Darkhouse Lane) - - B.S. 3	*150 0 0	1857
382	Coseley (Prince's End) - - N.S. 10	318 0 0	1845
382	Coseley, West - N.S. 10	252 0 0	1845
378	Coven - Ch. of E. 3	274 0 0	1859
368	*Cranberry Alley (Cote's Heath)* - N.S.	*25 0 0	1840
373	†Creswell, St. Mary's R.C. 10		
368	Croxton - - N.S. 2	163 0 0	1855
380	†Darlaston - - Wes. 4		
380	*Darlaston* - - B.S.	*300 0 0	1837
380	Darlaston Green, St. George's - - N.S. 2	364 0 0	1844
	" " "	4 10 0	1853
	" " "	5 0 0	1856
380	†Darlaston, Old Ch., Girls - - N.S. 2		
373	†Denstone - Ch. of E. 9		
373	‡Dilhorne, Endowed Free - - N.S.		
374	Draycott - in - Hanbury - - N.S. 11	70 0 0	1846
	" " "	25 0 0	1860
373	Draycott-le-Moors - N.S. 6	271 0 0	1861
368	*Eccleshall* - - N.S.	270 3 9	1863
368	Eccleshall, Offley Hay - - N.S. 2	147 2 6	1861
447	Ellastone - - N.S. 9	422 0 0	1859
379	†Enville - - Par. 2		
378	Essington - - N.S.	110 0 0	1847
	" " "	5 3 6	1853
371	†Etruria - - B.S. 11		
371	Etruria - - N.S.	245 0 0	1846
371	†Etruria, Unsectarian School - - - 11		
382	Ettingshall - - N.S. 12	223 2 11	1858
382	Ettingshall - - Wes. 3	200 0 0	1860
382	†Ettingshall, Infant Wes. 3		
378	*Eaton (Church)* Ch. of E.	181 0 0	1858
376	Fazeley - Ch. of E. 11	310 10 0	1862
371	†Fenton - - N.S. 3		
367	Forebridge - - N.S. 12	100 0 0	1845
	" " "	70 0 0	1857
373	Forsbrook - - N.S. 5	185 0 0	1857
373	Freehay, St. Chad's N.S. 6	160 0 0	1847
	" " "	195 1 2	1857
457	†Gillonshaw Brook - Wes. 2		
376	Glascote - - N.S.	291 12 0	1855
370	Goldenhill - - N.S. 8	150 0 0	1840
	" " "	4 13 4	1853
	" " "	50 0 0	1855
382	*Gornal* - - B.S.	*150 0 0	1835
382	Gornal, Lower - N.S.	300 0 0	1846
382	Gornal, Upper - N.S. 2	100 0 0	1846
	" " " - "	36 0 0	1846
	" " " - "	82 0 0	1856
369	Halmer End - - N.S. 6	54 0 0	1850
	" " - "	29 6 8	1857
	" " - "	42 10 0	1859
377	†Hamstall-Ridware - N.S. 12		
375	Hanbury, Endowed N.S. 11	150 0 0	1849
381	†Handsworth - N.S. 3		
381	†Handsworth Island Cottage Industrial Home - - -		
381	Handsworth, St. James' - - N.S.	65 0 0	1843
381	Handsworth, St. Michael's - Ch. of E. 3	236 0 0	1863
368	†Hanford - - N.S.		
371	†Hanley - - N.S. 4		
371	†Hanley - - R.C. 10		
371	†Hanley, Bethesda - B.S. 11		
393	Harborne, Endowed N.S. 3	*140 0 0	1838
	" " " - "	48 0 0	1848
	" " " - "	38 10 0	1852
393	Harborne Heath, St. John's - Ch. of E. 3	366 5 0	1861
393	†Harborne Public School - - - 2		
371	†Hartshill - - N.S. 4		
367	Haywood, St. John the Baptist's - R.C. 9	270 0 0	1856
378	*Hednesford* - Ch. of E. 3	202 2 6	1863
368	†Hilderstone - - N.S.		
367	Hixon, St. Peter's - N.S. 6	194 8 0	1858
373	†Hollington - - N.S. 5		
371	†Hope, Trinity - N.S. 5		
325	*Horninglow* - N.S.	40 0 0	1846
372	*Horton Lee* - - N.S.	100 0 0	1848
367	Hyde Lea - - N.S. 3	204 0 0	1861
373	Ipstones, Agricultural - Ch. of E. 9	302 2 0	1854
369	†Keele - Ch. of E. 6		
370	†Kidsgrove - - N.S. 5		
381	†Kingshill - Ch. of E. 2		
373	†Kingsley, Infants' Ch. of E. 9		
383	*Kingswinford, Glynno* N.S.	177 10 0	1863
383	*Kingswinford (Oak Farm Ironworks)* N.S.	800 0 0	1845
383	Kingswinford, St. Mary's - - N.S. 1	300 0 0	1846
	" " " - "	40 0 0	1855
379	Kinver - - N.S. 1	*55 0 0	1836
	" - - "	204 15 0	1851
	" - - "	6 0 0	1861
	" - - "	73 0 0	1861
366	*Knightley* - - N.S.	124 0 0	1846
	" - - "	5 6 8	1847
457	†Knypersley - Ch. of E. 5		
378	Lapley and Wheaton Aston - - N.S. 3	324 0 0	1854
380	†Leasowe (Shaw's) - N.S.		
372	†Leek (West Street) Wes. 2		
372	†Leek, Brunswick, Infants' - - Wes. 2		
372	Leek, Old Church - N.S. 9	*350 0 0	1835
	" " - "	85 0 0	1847
372	Leek, St. Luke's - N.S. 9	178 0 0	1847
	" " - "	65 0 0	1855
374	Leigh, Endowed Boys' Free School - 6	311 0 0	1858
374	†Leigh Girls' - Ch. of E. 6		
377	Lichfield, St. Mary's N.S. 11	114 0 0	1842
	" " - "	99 15 0	1849
377	*Lichfield, St. Michael's* - Ch. of E.	192 12 0	1860
371	Longdon - - N.S. 12	116 14 0	1854
371	*Longton* - - N.S.	*125 0 0	1838
371	†Longton - - Wes. 11		
371	†Longton, St. Gregory's - - R.C. 10		
369	†Madeley, Endowed - N.S. 6		
380	†Maryvale, Industrial - - R.C.		

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	STAFFORDSHIRE—*cont.*		
447	Mayfield - - N.S. 9	90 0 0	1840
	" - - "	265 4 9	1854
368	†Milwich - - N.S. 6		
368	*Moddershall* - - N.S.	60 0 0	1844
	" - - "	45 0 0	1856
374	Moreton - - N.S. 2	84 0 0	1847
370	Mowcop - - N.S. 5	135 0 0	1843
	" - - "	22 10 0	1861
379	Moxley - - N.S. 2	*200 0 0	1838
	" - - "	15 0 0	1844
	" - - "	30 0 0	1846
	" - - "	15 0 0	1856
369	*Newcastle - under - Lyne* - - B.S.	*330 0 0	1835
369	Newcastle - under - Lyne - - N.S. 4	*75 0 0	1835
	" " - "	63 6 8	1856
	" " - "	27 10 0	1856
369	Newcastle - under - Lyne, St. George's N.S. 4	693 0 0	1857
370	*Newchapel* - - N.S.	152 0 0	1848
366	Norbury - - N.S. 4	47 0 0	1846
	" - - "	*a*5 6 8	1847
368	†Normacot - - N.S. 7		
371	Northwood - - N.S. 5	598 0 0	1859
378	†Norton Canes - N.S.		
372	Norton-in-the-Moors N.S. 5	13 17 0	1859
	" " - "	96 0 0	1860
378	Oakamoor - - N.S. 9	196 0 0	1858
382	Ocker Hill - - N.S. 10	550 0 0	1838
	" " - "	65 0 0	1861
377	Ogley Hay, St. James' N.S. 2	598 18 9	1859
368	*Outton* - - N.S.	142 0 0	1860
380	*Pelsall* - - B.S.	*100 0 0	1837
380	Pelsall - - N.S.	152 0 0	1848
380	†Pelsall - - Wes. 3		
371	Penkhull, St. Thomas' N.S. 4	350 0 0	1845
	" " - "	35 10 10	1856
378	†Penkridge - - N.S. 3		
383	Pensnett, Boys and Girls - - N.S. 1	735 0 0	1861
383	*Pensnett, Infants* - N.S.	70 1 6	1846
383	†Pensnett - - B.S. 4		
380	Pleck and Bescott - N.S. 2	396 4 4	1856
383	*Quarry Bank* - N.S.	300 0 0	1845
	" " - "	2 0 0	1848
374	Rocester " - N.S. 9	122 0 0	1853
375	†Rolleston - Ch. of E. 11		
367	Ronton - - N.S.	32 0 0	1846
	" - - "	5 6 8	1847
382	Rowley Regis - N.S. 2	215 0 0	1849
	" - "	5 0 0	1856
377	Rugeley (Prince of Wales') - - N.S. 12	220 0 0	1845
	" " - "	54 15 0	1855
377	†Rugeley, St. Ethelreda's - - R.C.		
377	†Rugeley - - Wes.		
380	Rushall - - N.S. 3	164 0 0	1848
368	†Sandon - - N.S. 6		
382	*Sedgley (Catchem's Corner)* - - N.S.	*175 0 0	1835
382	*Sedgley (Straits and Can Lane)* - N.S.	*130 0 0	1835
371	Shelton, St. Mark's N.S. 5	*195 0 0	1838
	" " - "	75 0 0	1844
	" " - "	30 0 0	1853
371	†Shelton, the Granville School - - 4		
377	Shenstone - - N.S. 11	*97 0 0	1838
	" - - "	445 0 0	1856
357	†Sheriff Hales, Duke of Sutherland's - 3		
379	†Short Heath - Wes. 3		
369	Silverdale - - N.S. 4	252 0 0	1848
	" - - "	43 0 0	1856
	" - - "	21 0 0	1856
	" - - "	103 7 0	1859
393	Smethwick - - N.S. 3	200 0 0	1840
	" - - "	82 0 0	1856
393	†Smethwick - - Wes. 3		
393	Smethwick - - R.C. 9	220 0 0	1861
393	†Smethwick (Chance's) N.S. 3		
393	Smethwick, St. Matthew's - - N.S. 3	685 4 0	1862
367	Stafford - - B.S. 4	*150 0 0	1836
367	†Stafford, St. Augustine's - - R.C. 9		
367	Stafford, St. Mary's N.S. 12	763 0 0	1857
	" " - "	226 0 0	1858
371	†Stoke-upon-Trent - N.S. 5		
371	†Stoke-upon-Trent, Boothen Branch School - - 5		
371	†Stoke-upon-Trent, Mount Pleasant School - - 5		
371	†Stoke-upon-Trent, Cliffe Villa - N.S. 5		
368	Stone - - Par. 5	791 0 0	1859
368	Stone, Ch. Ch. - N.S. 5	147 0 0	1842
	" " - "	70 0 0	1845
	" " - "	15 0 0	1855
	" " - "	180 0 0	1857
368	†Stone, St. Ann's - R.C.		
377	Stowe, Lichfield, Endowed - Ch. of E. 11	40 0 0	1855
375	‡Stretton - - N.S.		
368	†Swynnerton - Ch. of E.		
369	Talk-o'-the-Hill - N.S. 6	*130 0 0	1834
	" - "	27 16 0	1860
369	Talk-o'-the-Hill, Butt Lane - - N.S. 6	159 0 0	1847
	" - - "	36 0 0	1856
	" - - "	35 10 6	1858
376	Tamworth - - N.S. 11	90 0 0	1847
	" - - "	15 0 0	1847
	" - - "	27 5 0	1848
	" - - "	14 5 4	1851
	" - - "	60 0 0	1856
376	†Tamworth (Sir R. Peel's), Endowed School - - 11		
373	†Tean - - B.S. 11		
379	Tettenhall - - N.S. 10	191 7 2	1859
379	†Tettenhall, Infants N.S. 10		
382	†Tipton - - Wes. 3		
382	Tipton, Great Bridge Wes. 3	1,048 0 0	1860
382	†Tipton Hall - - N.S. 2		
382	†Tipton, St. John's - N.S. 10		
382	Tipton, St. Martin's N.S. 2	704 0 0	1862
382	†Tipton, St. Paul's Ch. of E. 2		
382	†Tipton, St. Paul's, Infants - - N.S. 2		

a One-third of 16*l.* to this and Knightley and Ronton schools.

b Being one-third of a grant towards erecting this school, in conjunction with two others in the same parish, viz., "Audley Village" girls' school and "Alsager's Bank" (now called "Chesterton").

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	STAFFORDSHIRE—*cont.*		
368	†Tittensor - - N.S. 6		
371	†Trent Vale - - N.S. 4	85 0 0	1846
	" - - "	40 0 0	1852
370	Tunstall - - N.S. 5	300 0 0	1839
	" - - "	30 0 0	1846
	" - - "	40 0 0	1854
370	†Tunstall, St. Mary's N.S. 5		
370	†Tunstall - - Wes. 11		
375	Tutbury, Wakefield Charity, Endowed, Boys' Free School 11	112 0 0	1862
375	†Tutbury, Girls' and Infants' - Ch. of E. 11		
374	Uttoxeter (Saint Mary's) - - N.S. 9	8 12 0	1853
	" " - "	250 0 0	1855
374	†Uttoxeter - - Wes. 11		
380	Walsall - - Wes. 3	1,305 5 0	1860
380	Walsall, Blue Coat - N.S. 3	1,725 0 0	1859
	" " - "	35 0 0	1860
380	*Walsall, Saint Matthew's* - - N.S.	175 0 0	1853
380	†Walsall, St. Mary's - R.C. 9		
380	†Walsall, Saint Patrick's - - R.C. 9		
380	Walsall, St. Peter's - N.S. 1	81 0 0	1849
	" " - "	20 0 0	1854
380	Walsall Wood" - N.S. 3	40 0 0	1846
	" " - "	20 0 0	1846
	" " - "	10 0 0	1854
367	*Walton* - - - N.S.	*50 0 0	1839
	" - - "	415 0 0	1859
381	†Wednesbury - B.S. 4		
381	†Wednesbury - Wes. 4		
381	‡Wednesbury, King's Hill - - N.S.		
381	Wednesbury, Saint Bartholomew's - N.S. 3	180 0 0	1843
	" " - "	30 0 0	1844
	" " - "	13 0 0	1845
381	Wednesbury, Saint James' - - N.S. 4	359 0 0	1845
	" "	588 0 0	1861
381	Wednesbury, Saint John's - - N.S. 4	321 0 0	1849
	" " "	10 0 0	1851
	" " "	5 5 0	1852
	" " "	2 15 0	1853
	" " "	46 0 0	1855
	" " "	228 15 0	1861
379	*Wednesfield* - - B.S.	*75 0 0	1837
379	Wednesfield - N.S. 10	819 0 0	1857
379	Wednesfield Heath N.S. 10	670 0 0	1858
371	Wellington (Hanley) N.S. 5	180 3 9	1863
378	Wetley Rocks - N.S. 9	120 0 0	1843
376	‡Wiggington - - N.S.		
379	†Willenhall - - Wes. 3		
379	Willenhall, Holy Trinity - - N.S. 10	535 0 0	1858
379	*Willenhall, Little London* - - B.S.	150 0 0	1840
379	*Willenhall, Primitive Methodist Sch.*	*125 0 0	1838
379	*Willenhall, Saint Ann's* - - N.S. 11	557 0 0	1859
379	Willenhall, Saint Giles' - - N.S. 10	351 0 0	1855
375	*Winshill, Holy Trinity* - - N.S.	60 0 0	1846
379	Wolstanton - - N.S. 4	150 0 0	1841
	" - - "	51 15 0	1855
379	Wolverhampton - Wes. 3	1,095 0 0	1858
379	Wolverhampton, Blue Coat - Ch. of E.	39 0 0	1861
379	†Wolverhampton, Chillington Company's - - N.S. 11		
379	*Wolverhampton, Ragged School* - -	462 15 0	1852
379	Wolverhampton, St. George's - - N.S. 11	554 0 0	1845
	" " "	23 12 6	1851
379	Wolverhampton, St. James' - - N.S 11	300 0 0	1845
	" " "	63 15 0	1857
379	Wolverhampton, St. John's - - N.S. 10	*260 0 0	1834
379	†Wolverhampton, St. Luke's (Blakenhall, New) Ch. of E. 10		
379	Wolverhampton, St. Mark's - - N.S. 11	325 0 0	1850
379	Wolverhampton, St. Matthew's - N.S. 11	200 0 0	1852
379	Wolverhampton, St. Mary's - N.S. 11	401 0 0	1847
379	†Wolverhampton, St. Mary's - - R.C. 9		
379	Wolverhampton, St. Patrick's and St. George's, Girls - R.C. 9	160 0 0	1856
379	Wolverhampton, St. Paul's - - - N.S. 11	150 0 0	1842
	" " " - "	243 10 0	1850
	" " " - "	13 8 6	1859
	" " " - "	44 2 0	1859
379	†Wolverhampton, St. Peter's and St. Paul's, Boys - R.C.		
379	Wolverhampton, St. Peter's, Collegiate School - - N.S. 11	547 0 0	1847
	" "	156 5 0	1863
379	Wolverhampton, St. Peter's, Whitmore Rean's - - N.S. 11	320 0 0	1860
379	Wolverhampton, Snow Hill, Congregational School 3	*500 0 0	1837
379	†Wolverhampton, Snow Hill, St. Mary's - R.C. 9		
379	Wombourn - - N.S. 2	686 14 0	1860
383	Wordsley - - N.S. 2	104 0 0	1844
	" - - "	50 0 0	1844
	" - - "	50 0 0	1848
	" - - "	54 0 0	1856
383	†Wordsley, Cote Lane N.S.		
378	†Wyrley, Great - N.S. 3		
377	†Yoxall - - N.S.		
	SUFFOLK.		
221	†Aldeburgh - - N.S. 10		
223	Alderton - - N.S. 10	225 0 0	1859
225	*Aldringham* - - N.S.	40 0 0	1846
212	*Alpheton* - - N.S.	48 0 0	1863
249	†Barnham, St. Gregory N.S. 3		
249	*Barningham* Ch. of E.	120 13 4	1859
214	*Barrow* - - N.S.	114 0 0	1848

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	SUFFOLK—*cont.*		
223	*Bawdsey* - - N.S.	105 0 0	1853
220	Baylham - - N.S. 11	210 10 0	1860
226	Beccles - - B.S. 4	*150 0 0	1838
	" - -	39 0 0	1860
226	Beccles - - N.S. 10	*125 0 0	1839
	" - -	35 0 0	1856
227	Belton - - N.S. 4	282 3 0	1861
224	†Benhall - - N.S. 10		
221	Bentley - - N.S. 10	295 4 0	1854
213	Bildeston - Ch. of E. 10	200 0 0	1853
	" - -	44 6 11	1856
227	Blundeston - N.S. 1	66 10 0	1851
213	Boxford - - N.S. 3	46 10 0	1849
	" - -	64 16 0	1855
249	*Brandon* - - N.S. 3	53 0 0	1844
220	Bramford - - N.S. 11	353 16 0	1860
221	Brantham - - Par. 3	122 0 0	1855
223	*Bredfield* - - N.S.	80 0 0	1854
218	†Brome and Oakley - N.S. 11		
225	*Bromeswell* - N.S.	50 0 0	1847
223	Bucklesham - N.S.	25 0 0	1846
	" - - "	42 10 0	1858
226	*Bungay* - - B.S. 4	*150 0 0	1835
226	Bungay - - N.S. 10	*181 7 0	1835
212	Bures, St. Mary's - N.S. 4	*58 0 0	1839
	" " - "	40 0 0	1843
	" " - "	50 0 0	1845
	" " - "	14 5 4	1852
	" " - "	5 6 8	1853
	" " - "	4 10 0	1853
	" " - "	40 0 0	1855
	" " - "	70 0 0	1857
	" " - "	10 18 0	1857
	" " - "	107 10 0	1858
212	†Bures, St. Mary - B.S. 10		
227	Burgh Castle - N.S. 4	24 0 0	1853
215	Bury St. Edmund's, St. James' - N.S. 3	500 0 0	1855
215	†Bury St. Edmund's, St. John's Infant School - N.S. 3		
215	†Bury St. Edmund's, St. Mary's - Par. 3		
215	†Bury St. Edmund's, St. Mary's, Infants' School - 3		
224	Butley - N.S.	80 0 0	1843
224	†Campsea Ashe Ch. of E. 10*a*		
221	*Capel, St. Mary's* - N.S.	225 0 0	1856
227	Carlton Colville - N.S. 1	60 0 0	1844
221	Cholmondiston - N.S. 11	280 0 0	1857
214	*Chevington* - - N.S.	144 0 0	1848
211	Clare - Ch. of E. 4	422 0 0	1859
213	Cockfield, Parish - N.S. 4	229 4 0	1857
224	*Coddenham Endowed School* - -	111 0 0	1861
221	*Copdock and Washbrook* - - N.S.	50 0 0	1842
224	*Cransford* - N.S.	97 4 0	1855
223	Dallinghoe and Charsfield - N.S.	146 0 0	1849
223	*Debach* - - N.S.	113 0 0	1859
220	Debenham - - N.S. 11	*70 0 0	1835
217	Drinkstone - - N.S.	220 0 0	1861
221	*Erwarton* - - N.S.	*27 0 0	1839
218	Eye - - N.S. 7	250 0 0	1859
224	Eyke - - Par. 10	276 0 0	1858
223	†Falkenham - Ch. of E. 10		
216	Freckenham - N.S.	30 5 0	1856
219	Fressingfield - N.S. 10	113 0 0	1847
	" - - "	10 0 0	1856
227	Fritton - - N.S.	45 0 0	1848
189	*Gazeley* - - N.S.	34 0 0	1844
227	Gorleston and Southtown - - N.S. 4	228 0 0	1841
	" "	50 0 0	1854
213	Hadleigh - - B.S.	*200 0 0	1837
	" - - "	31 3 4	1855
213	Hadleigh - - N.S. 10	174 0 0	1854
225	Halesworth - - N.S. 10	9 0 0	1850
	" - - "	120 0 0	1855
221	*Harkstead* - N.S.	60 0 0	1848
211	†Haverhill - - B.S. 4		
212	*Hawkedon* - - N.S.	80 0 0	1848
220	†Helmingham Ch. of E. 11		
220	*Henley* - - N.S.	*42 0 0	1838
249	*Hepworth* - - N.S.	36 6 8	1853
217	*Hessett* - - N.S.	80 0 0	1848
	" - - "	19 0 0	1856
225	Hoveningham Ch. of E. 10	137 0 0	1860
221	*Hintlesham* - N.S.	23 0 0	1841
213	Hitcham - - N.S. 10	80 0 0	1858
221	Holbrook - - N.S. 10	581 8 0	1861
225	Holton - - N.S. 10	184 0 0	1859
224	*Hoo and Letheringham* - - N.S.	40 0 0	1844
249	Hopton by East Harling - - N.S. 3	258 18 0	1856
227	*Hopton by Lowestoft* N.S.	63 15 0	1861
219	Horham - - N.S. 4	121 0 0	1858.
214	† Horningsheath - N.S. 3		
219	†Hoxne and Denham N.S. 11		
226	*Ilketshall, St. Margaret's* - - N.S.	30 0 0	1848
222	†Ipswich - - P.U.		
222	†Ipswich - - Wes. 4		
222	Ipswich - - B.S. 4	406 7 3	1855
	" - - "	68 12 9	1857
	" - - "	61 12 8	1858
222	Ipswich, California St. John's - N.S. 11	177 13 9	1863
222	Ipswich, Holy Trinity - - N.S. 11	46 17 4	1854
	" " "	2 0 0	1856
	" " "	312 0 0	1863
222	†Ipswich, Nottidge, Infants - - N.S. 10		
222	Ipswich, St. Clement's and Saint Helen's - - N.S. 11	145 0 0	1843
	" " "	174 0 0	1848
	" " "	54 18 6	1852
	" " "	35 19 0	1852
	" " "	18 5 0	1857
	" " "	113 6 8	1857
222	Ipswich, St. Margaret's - - N.S. 11	172 0 0	1852
222	Ipswich, St. Matthew's (Dist.) - - N.S. 11	454 0 0	1848
	" " "	38 0 0	1852
	" " "	30 0 0	1853
	" " "	465 0 0	1857
222	Ipswich, St. Peter's N.S. 11	675 0 0	1859
214	Ixworth - - N.S. 4	50 0 0	1841
223	†Kesgrave, District N.S. 10		
213	*Kettlebaston* - N.S.	*37 0 0	1839
213	Lavenham - - N.S. 4	*100 0 0	1839
	" - - "	100 0 0	1855

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	SUFFOLK—*cont.*		
219	*Laxfield* - - N.S.	80 0 0	1845
225	Leiston - - N.S. 1	202 0 0	1848
	" - - - "	12 3 6	1856
	" - - - "	24 0 0	1858
227	Lowestoft (Annot's) N.S. 1	6 13 4	1850
	" " - "	4 10 0	1846
227	Lowestoft, Girls - N.S. 1	250 0 0	1854
227	Lowestoft, St. John's N.S. 1	25 3 0	1858
227	*Lowestoft, St. John's, Infant* - - N.S. 1	115 0 0	1857
	" " - "	14 4 6	1858
227	†Lowestoft (Wylde's) N.S.		
212	Melford (Long) - N.S. 4	793 10 0	1861
223	Melton - - N.S. 10	75 0 0	1846
	" - - - "	4 11 6	1847
	" - - - "	42 18 4	1860
218	†Mendlesham Ch. of E. 5		
216	†Mildenhall (Sir H. Bunbury's), Boys' School - - - 3		
216	†Mildenhall (Sir H. Bunbury's), Girls' Ch. of E.		
216	Mildenhall, West Row N.S. 3	45 2 4	1856
212	†Nayland - - B.S. 10		
189	Newmarket, St. Mary's N.S. 7	250 0 0	1858
212	*Newton* - - N.S.	*50 0 0	1837
217	*Norton, St. Andrew's* N.S.	*50 0 0	1837
224	†Orford, Crown and Castle Lane Sch. - - 4		
227	‡Pakefield - - N.S.		
214	†Pakenham - Ch. of E. 3		
218	†Palgrave - - N.S. 3		
224	*Parham* - - N.S.	37 0 0	1841
211	*Poslingford* - N.S.	32 0 0	1844
216	Preston, St. Mary's N.S. 4	47 16 0	1844
	" " "	100 0 0	1857
	" " "	10 1 8	1860
214	‡Rede - - Par.		
218	Redgrave and Botesdale - - N.S.	120 0 0	1845
224	*Rendham* - - N.S.	67 0 0	1842
224	†Rendlesham - N.S.		
217	Rickinghall (Inferior) N.S. 3	237 10 0	1854
225	Rumburgh and St. Michael's - - N.S. 10	120 0 0	1858
223	Rushmere - - N.S. 10	80 0 0	1846
224	†Saxmundham - N.S. 10		
221	Shotley - - N.S. 10	*75 0 0	1850
224	†Snape - - N.S. 10		
225	Southwold - - N.S. 1	66 0 0	1841
	" - - - "	35 13 0	1848
	" - - - "	65 0 0	1855
	" - - - "	172 8 0	1856
	" - - - "	400 0 0	1858
211	Stoke by Clare - N.S. 4	141 4 0	1856
	" - - - "	70 12 0	1858
212	†Stoke by Nayland - N.S. 3*a*		
220	Stonham Aspal - N.S.	71 0 0	1846
217	Stowmarket with Stow-Upland - N.S. 3	*75 0 0	1836
217	†Stowmarket - B.S. 4		
221	Stratford, St. Mary N.S. 10	75 0 0	1843
	" - - - "	16 10 0	1860
212	Sudbury, All Saints' N.S. 4	333 0 0	1848
	" " "	24 0 0	1851
	" " "	40 0 0	1853
212	Sudbury - - B.S. 10	497 0 0	1847
	" - - - "	40 0 0	1851
223	Sutton - - N.S. 10	240 0 0	1857
221	*Tattingstone* - N.S.	54 0 0	1841
225	*Theberton* - - N.S.	*33 0 0	1839
218	†Thorndon Reformatory.		
218	Thrandeston - N.S. 12	65 5 0	1851
223	Tuddenham - N.S. 11	30 0 0	1841
	" - - - "	115 5 0	1862
225	*Uggeshall* - - N.S.	70 0 0	1844
212	Waldingfield, Great N.S. 4	23 17 6	1859
217	*Walsham-le-Willows* N.S.	68 0 0	1849
223	Walton-cum-Felixtow - N.S. 10	51 0 0	1852
	" " "	35 0 0	1862
225	Wangford and Henham - - N.S. 1	70 0 0	1844
	" " "	416 0 0	1861
217	*Wattisfield* - " - Par.	84 18 9	1863
213	*Wattisham* - - N.S.	*20 0 0	1837
214	Welnetham, Great - N.S.	48 15 0	1849
	" " "	18 1 8	1856
214	*Welnetham, Little* - N.S.	27 0 0	1845
225	*Westhall* - - N.S.	273 12 0	1855
225	Westleton - - N.S. 1	125 0 0	1843
	" - - - "	46 0 0	1847
	" - - - "	42 5 4	1859
218	*Wetheringsett* Ch. of E.	309 3 0	1860
219	*Weybread* - - N.S. 10	100 0 0	1843
211	*Wickhambrook, Sunday* - - N.S.	*40 8 0	1835
224	*Wickham Market* - B.S.	*55 0 0	1835
224	*Wickham Market* - N.S.	77 0 0	1842
218	*Wickham Skeith* - N.S.	45 0 0	1845
225	*Wissett* - - N.S.	50 0 0	1845
223	Witnesham - Ch. of E. 10	25 0 0	1858
223	*Woodbridge* - B.S.	175 0 0	1841
223	†Woodbridge - N.S.		
217	*Woolpit* - - N.S.	*60 0 0	1838
211	*Wratting, Little* - N.S.	30 0 0	1851
225	Wrentham - - B.S.	*65 0 0	1838
	" - - - "	44 10 0	1857
225	Wrentham - - N.S. 1	*131 0 0	1835
225	*Yoxford* - - N.S.	*100 0 0	1837
	SURREY.		
38	†Addlestone - Ch. of E.		
39	Albury - - N.S.	*60 0 0	1834
32	Balham, St. Mary's Ch. of E. 3	700 0 0	1860
29	†Bankside, Boys - R.C.		
29	†Bankside (Great Guildford Street), Girls - - R.C.		
37	Banstead - - N.S. 6	375 0 0	1858
48	†Barnes - - N.S. 7		
32	Battersea, Boys', Practising School - -	120 0 0	1841
	" " - -	49 0 0	1843
	" " - -	31 0 0	1845
32	Battersea, Girls and Infants' - - N.S. 6	351 0 0	1851
32	Battersea Fields, St. George's - - N.S. 6	1,550 0 0	1857
32	Battersea Grove - B.S. 10	286 0 0	1859
32	Battersea (Plough Lane), Girls - B.S. 10	31 0 0	1859
	" " "	76 0 0	1862

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	SURREY—*cont.*		
46	Beddington and Wallington - - N.S. 4	120 0 0	1844
	" " "	40 0 0	1844
28	Bermondsey, Ch. Ch. N.S. 6	300 0 0	1850
28	†Bermondsey Dock Head R.C. 4		
28	Bermondsey (Great George Street) - B.S. 10	*225 0 0	1835
28	Bermondsey, St. James' (Spa Road) - N.S. 2	400 0 0	1842
	" " "	18 0 0	1857
	" " "	22 0 0	1862
28	†Bermondsey, St. Mary's (Grange Walk) - Par. 9		
28	Bermondsey, St. Mary Magdalene's, Grange Walk, Infants - N.S. 9	156 15 0	1854
28	Bermondsey, St. Paul's N.S. 9	300 0 0	1850
	" " "	200 0 0	1859
28	†Bermondsey (Star Corner) - - N.S. 9		
38	Bisley - - N.S.	70 0 0	1847
29	*Blackfriars Road, Ch. Ch. (Green Walk)* N.S.	*228 0 0	1837
45	Blindley Heath - N.S.	82 10 0	1851
37	†Bookham, Great - N.S. 5		
29	Borough Road, Model B.S. 10	500 0 0	1852
42	†Bramley - - N.S.		
31	Brixton Hill, Boys - B.S. 12	*90 0 0	1839
31	†Brixton Hill, Girls - B.S. 12		
31	†Brixton Hill - Wes. 12		
31	†Brixton Hill, Grove House Reformatory School - -		
31	Brixton, North, Ch. Ch. - - N.S. 9	581 0 0	1861
31	Brixton, North, St. John's (Angel Town) N.S. 2	741 15 0	1852
29	*Broadwall* - - N.S.	50 0 0	1848
44	†Brockham, Home and Industrial School.		
44	‡Brockham - - N.S.		
44	*Burstow, District* Ch. of E.	277 0 0	1861
38	*Bylleet* - - N.S.	382 0 0	1857
	" - - "	36 15 6	1859
33	Camberwell, Camden District - - N.S. 10	571 0 0	1847
	" " "	78 0 0	1851
	" " "	87 0 0	1852
33	Camberwell, Ch. Ch. N.S. 5	200 0 0	1842
	" " "	11 10 0	1847
	" " "	60 0 0	1852
33	*Camberwell, Ch. Ch., Ragged and Industrial* - -	361 0 6	1856
33	Camberwell (Crawford Street, Cold Harbour Lane) - B.S. 10	200 0 0	1841
	" " "	60 0 0	1845
	" " "	159 0 0	1849
	" " "	85 0 0	1854
	" " "	43 2 6	1861
33	†Camberwell (Denmark Hill), St. Matthew's - - N.S. 2		
	SURREY—*cont.*		
33	†Camberwell, St. George's N.S. 10		
33	†Camberwell, Green Coat - N.S. 10		
33	Camberwell (Leipsic Road) - - B.S. 10	*100 0 0	1837
37	†Carshalton - - N.S. 4		
37	†Carshalton - - B.S. 10		
37	Cheam and Cuddington - - N.S. 4	172 0 0	1859
38	*Chertsey* - - N.S.	140 0 0	1846
38	†Chertsey - - P.U.		
37	*Chessington and Hook* N.S.	21 0 0	1849
42	*Chiddingfold* - N.S.	*30 0 0	1837
38	†Chobham, St. Laurence's - Ch. of E.		
38	Chobham, Valley End Ch. of E.	271 0 0	1859
39	‡Clandon, West - N.S.		
32	†Clapham, All Saints' N.S. 3		
32	Clapham (Bowyer's) N.S. 6	224 0 0	1847
32	Clapham, Boys - Par. 6	*180 0 0	1839
32	†Clapham, Acre, Square Free S. 3		
32	†Clapham, Ch. Ch. - Par. 3		
32	Clapham, St. James' N.S. 5	60 0 0	1845
	" " "	1,014 0 0	1859
32	†Clapham, St. Mary's R.C. 4		
32	†Clapham, St. Paul's (Wandsworth Road), Cottage S. - - 10		
32	†Clapham (Wandsworth Road), Commercial - Ch. of E. 10		
32	Clapham (Wirtemburg Place) - B.S. 10	*300 0 0	1840
	" " "	24 0 0	1856
	" " "	28 5 0	1859
47	*Claygate* - - N.S.	*30 0 0	1839
37	†Cobham - - N.S.		
43	†Coldharbour - N.S.		
43	†Coldharbour, Infant N.S.		
39	*Compton* - - N.S.	32 0 0	1844
42	Cranley - - N.S.	112 0 0	1849
	" - - "	5 0 0	1858
45	*Crowhurst* - - N.S.	123 8 10	1863
46	†Croydon (Archbishop Tenison's) Ch. of E. 11		
46	Croydon - - B.S. 10	340 0 0	1848
	" - - "	27 14 0	1853
	" - - "	24 0 0	1854
	" - - "	54 0 0	1859
	" - - "	15 0 0	1860
46	Croydon, Ch. Ch. - N.S. 3	671 0 0	1857
46	Croydon, St. Andrew's N.S. 3	340 3 0	1862
46	†Croydon George St. (Whitgift's) Boys and Girls - - N.S. 10		
46	Croydon, St. James' N.S. 3	477 0 0	1853
	" " "	119 5 0	1854
46	†Croydon, St. Mary's R.C. 11		
46	Croydon, St. Peter's Ch. of E. 3	444 0 0	1858
46	†Croydon - - Wes. 10		
47	*Dilton, Thames, Infants* - - N.S.	86 0 0	1847

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	SURREY—*cont.*		
47	Ditton, Thames, Boys and Girls - - N.S. 5	313 10 0	1861
43	Dorking - - B.S. 4	130 0 0	1843
43	Dorking, St. Martin's N.S.	365 19 8	1862
43	Dorking, St. Paul's District - - - N.S.	550 0 0	1860
33	†Dulwich (East) and Peckham Rye - N.S. 11		
43	Effingham - - N.S.	285 0 0	1857
42	Elstead - - N.S.	92 0 0	1850
	" - - "	10 5 0	1859
42	†Elstead - - B.S. 4		
131	†Englefield Green - N.S.		
37	Epsom - - N.S. 4	10 13 4	1849
	" - - "	18 6 8	1858
37	†Epsom - Inft. Sch. 4		
47	Esher - - N.S. 5	996 0 0	1859
37	Ewell - - N.S. 5	849 8 0	1861
42	Ewhurst - - N.S.	125 0 0	1847
39	Farncombe - - N.S. 5	652 0 0	1858
	" - - "	193 2 6	1862
40	*Farnham* - - B.S.	*100 0 0	1835
40	Farnham - - N.S.	1,059 0 0	1860
37	†Fetcham - Ch. of E. 5		
40	†Frencham - Ch. of E.		
39	Godalming - - B.S. 4	117 0 0	1858
	" - - "	18 0 0	1858
39	Godalming - - N.S.	265 0 0	1843
	" - - "	31 0 0	1856
	" - - "	12 9 6	1859
45	Godstone - - N.S. 7	558 0 0	1855
	" - - "	50 0 0	1859
39	Guildford - - B.S. 4	*100 0 0	1837
	" - - "	228 0 0	1858
39	Guildford, St. Mary's and Trinity - N.S.	47 0 0	1852
	" " "	117 0 0	1858
39	Guildford, St. Nicholas' N.S.	13 15 0	1855
	" " "	16 16 8	1859
	" " "	247 0 0	1860
40	†Hale District Ch. of E.		
47	Ham - - N.S. 7	*90 0 0	1839
	" - - "	100 0 0	1846
35	Hatcham, St. James' N.S. 11	500 0 0	1852
	" " "	33 0 0	1859
33	†Herne Hill, St. Paul's (Camberwell) Ch. of E. 3		
38	Hersham - - N.S.	45 0 0	1842
	" - - "	100 0 0	1859
43	*Holmwood* - - N.S.	90 0 0	1845
	" - - "	95 0 0	1854
47	Hook, St. Paul's - N.S. 5	137 14 0	1860
44	*Horley Row* - N.S.	*115 0 0	1835
38	Horsell - - N.S.	134 0 0	1852
29	†John Street (Old Kent Road) - Wes. 11		
31	Kennington, East (Bolton Street) - N.S. 2	303 0 0	1848
	" " - "	307 0 0	1858
31	Kennington (Regency Place) - - N.S. 2	143 3 4	1852
31	†Kennington, The Oval - - N.S. 11		
29	†Kent Road - - B.S. 12		
29	†Kent Road, Ragged and Industrial.		
47	Kent Town, St. Paul's (East Molesy) - N.S. 4	166 0 0	1860
48	†Kew, The Queen's School - - 7		
47	†Kingston-on-Thames, Public Free School - 11		
47	†Kingston Vale, Robin Hood School - - 7		
37	†Kingswood - Ch. of E. 6		
31	Lambeth, All Saints' Ch. of E. 12	200 0 0	1855
	" " "	246 0 0	1859
31	Lambeth (Archbishop Tenison's), Girls' (High St.) N.S. 12	29 0 0	1857
31	†Lambeth, Belvidere Crescent Reformatory.		
31	†Lambeth Chapel (China Terrace) Wes. 11		
31	*Lambeth Free Evening School* (65, *High Street*) - -	42 14 0	1850
31	Lambeth, George Street - - B.S. 11	428 11 1	1862
31	Lambeth, Holy Trinity - - N.S. 1	450 0 0	1852
31	†Lambeth (Norwood) - P.U.		
31	Lambeth (South), Spring Grove - N.S. 1	130 0 0	1844
31	†Lambeth, St. Andrew's, Lower - N.S. 3		
31	†Lambeth, St. Andrew's (Upper) - N.S. 3		
31	Lambeth (South), St. Barnabas' - N.S.	300 0 0	1850
31	†Lambeth, St. John's (Waterloo Road) - N.S.		
31	Lambeth, St. Mary's, Hercules Buildings - - Par.	*200 0 0	1837
	" " - "	43 0 0	1856
	" " - "	17 4 0	1857
	" " - "	50 0 0	1858
31	†Lambeth, St. Mary's Infant, High St. - Par. 12		
31	†Lambeth, St. Marythe-Less, Prince's Road - - N.S.		
31	†Lambeth, St. Mary's District Chapel, Prince's Street - N.S. 12		
31	†Lambeth, Saint Thomas' - - N.S. 12		
31	Lambeth, South, St. Stephen's, Dorset Street *a* - - N.S. 1	400 0 0	1848
	" " - "	50 0 0	1854
	" " - "	85 0 0	1857
37	Leatherhead - N.S. 6	*80 0 0	1839
	" - - "	60 0 0	1847
	" - - "	20 0 0	1848
44	Leigh - - N.S. 7	82 0 0	1850
82	Lingfield - - N.S.	353 0 0	1858
39	†Loseley School.		
44	†Merstham - Ch. of E. 7		
46	*Merton Road* - N.S.	*53 0 0	1839
43	Mickleham - - N.S.	90 0 0	1844
46	Mitcham - - N.S. 4	*120 0 0	1838

a Formerly called Stockwell, St. Michael's.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	SURREY—*cont.*		
46	†Mitcham - - R.C. 11		
46	†Morden - - N.S.		
48	Mortlake - - N.S. 3	24 0 0	1857
48	Mortlake - - B.S.	60 0 0	1843
	" - - "	56 0 0	1844
	" - - "	75 0 0	1844
	" - - "	50 0 0	1846
48	Mortlake, St. Mary's R.C. 11	100 0 0	1861
47	Moulsey, East - N.S. 7	211 0 0	1860
47	Moulsey, West - N.S. 5	*25 0 0	1839
30	Newington, Saint Mary's - - N.S. 7	200 0 0	1853
	" " - "	66 10 0	1852
30	Newington, Trinity N.S. 9	300 0 0	1843
	" " - "	75 0 0	1846
	" " - "	91 10 0	1849
47	Norbiton, Boys, Girls and Infants - N.S. 11	178 6 8	1853
	" " "	62 0 0	1858
	" " "	27 0 0	1859
	" " - "	158 6 8	1863
31	†Norwood, Lower - Wes. 11		
31	†Norwood, St. Luke's N.S. 11		
31	Norwood, South, St. Mark's - Ch. of E. 3	143 4 0	1861
44	*Nutfield* - - N.S.	75 0 0	1849
38	†Oatlands - Ch. of E.		
39	†Ockham, Industrial B.S.		
39	†Ockham, St. Mary's - 4		
43	†Ockley - - Par.		
33	†Peckham - - N.S.		
33	†Peckham, Boys - B.S. 11		
33	†Peckham, Girls, Lancasterian - - B.S. 11		
33	†Peckham New Town, St. Francis' - R.C. 4		
33	Peckham, St. Mary Magdalen's - N.S. 4	674 0 0	1857
46	†Penge, Boys Ch. of E. 5		
46	Penge, Infants Ch. of E.	276 0 0	1860
48	†Petersham - B.S. 11		
32	†Putney - - N.S. 11		
32	Putney, Infants - N.S.	222 10 0	1854
	" " - "	120 0 0	1855
37	†Puttenham - - N.S. 5		
43	†Ranmore, St. Barnabas' Ch. of E.		
44	†Redhill Reformatory.		
44	Redhill, St. John's - N.S. 7	200 0 0	1846
	" " - "	23 0 0	1856
	" " - "	12 3 0	1857
	" " - "	58 10 0	1860
44	Reigate - - N.S. 7	1,176 0 0	1855
48	†Richmond, Saint Mary's - - Par. 6		
48	Richmond, New, Sheen Vale, Infants Par. 6	107 0 0	1844
48	†Richmond, St. Elizabeth's - R.C. 11		
48	†Richmond, St. John's District, Boys Ch. of E. 4		
48	Richmond, St. John's, Girls and Infants N.S. 4	40 0 0	1852
39	Ripley - - N.S.	120 0 0	1847
	" - - "	35 0 0	1858
34	†Rotherhithe, Amicable Society's S. - 6		
34	Rotherhithe, Ch. Ch. N.S. 2	324 0 0	1842
31	Rotherhithe (Clarence Street), Green Coat School - - 2	246 0 0	1846
31	Rotherhithe (Clarence Street), Ragged School - - -	650 0 0	1858
34	Rotherhithe, Holy Trinity - - N.S. 1	12 0 0	1846
	" " - "	28 0 0	1847
	" " - "	39 4 4	1857
	" " - "	7 11 6	1860
31	†Rotherhithe, Medway Place - B.S. 11		
34	†Rotherhithe - - R.C.		
34	Rotherhithe, St. Mary's (Deptford Road) - - N.S 7	*600 0 0	1837
	" " - "	*88 0 0	1837
	" " - "	24 0 0	1848
34	Rotherhithe, Saint Paul's (Surrey Canal) - - N.S. 1	132 0 0	1847
34	*Rotherhithe (Silver Street)* - - B.S.	*160 0 0	1837
34	†Rotherhithe, United Society's S. - - 1		
41	*Seal and Tongham* - N.S.	105 0 0	1850
39	*Send* - - - N.S.	225 10 6	1855
42	Shalford - - N.S.	431 4 0	1856
30	*Shere* - - N.S.	100 0 0	1843
	†South Metropolitan District - - P.U.		
	†Southwark, Bridewell, House of Occupation School. *a*		
29	†Southwark Chapel - Wes. 11		
27	†Southwark, Dean Street - - B.S. 12		
29	Southwark, Saint George the Martyr N.S.	*225 0 0	1839
	" " - "	86 0 0	1848
	" " - "	26 13 4	1850
29	†Southwark, Saint George the Martyr P.U.		
29	†Southwark, Saint George's - - R.C. 1		
29	†Southwark, Saint Joseph's - - R.C. 4		
29	†Southwark, Saint Jude's - - N.S. 6		
29	†Southwark, Saint Jude's, Infants - N.S. 6		
29	Southwark, Saint Mary's - - N.S. 11	405 0 0	1846
	" " - "	182 0 0	1846
29	Southwark, Saint Michael's - - N.S. 2	*a*	
29	Southwark, St. Paul's Ch. of E. 11	400 0 0	1855
26	Southwark, Saint Peter's - - N.S. 2	312 0 0	1848
29	*Southwark, Saint Stephen's* - - N.S.	306 0 0	1850
	" - - "	18 7 5	1857
31	Stockwell, "British and Foreign Society's Practising School - - - 11	642 12 0	1861

a Inspection withdrawn.

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	SURREY—*cont.*		
31	†Stockwell (Chapel Street) - - N.S. 3		
31	†Stockwell, Saint Michael's (Ingleton Street) - N.S. 2		
31	†Stockwell, South Street, Inf. - Ch. of E. 3		
39	Stoke-next-Guildford Ch. of E.	819 0 0	1857
32	†Streatham - - N.S. 4		
32	†Streatham, Ch. Ch. N.S. 5		
32	Streatham Common, "Immanuel" Ch. of E. 4	813 0 0	1862
47	Surbiton - - N.S. 11	271 0 0	1849
	" - - "	320 0 0	1857
	†Surrey (North), District School - P.U.		
37	Sutton - - N.S. 4	400 0 0	1855
45	†Tandridge -Ch. of E. 7		
45	†Tandridge, Oxted, and Godstone - N.S. 7		
131	Thorpe - - N.S. 12	84 0 0	1847
42	Thursley - - N.S.	16 2 0	1857
32	†Tooting (Drouett's Pauper School).		
32	†Tooting, Lower, Boys and Girls - - Par. 5		
32	Tooting, Parochial, Infants - Ch. of E. 5	492 0 0	1855
31	†Tulse Hill - Ch. of E.		
31	Vauxhall, St. Peter's N.S. 12	1,930 0 0	1861
31	†Vauxhall Walk - Wes. 11		
131	*Virginia Water* - N.S. 11	108 0 0	1844
38	Walton-on-Thames Ch. of E.	526 0 0	1858
30	†Walworth, Beresford Episcopal Chapel School - - 12		
30	*Walworth (Mount Street)* - - B.S.	*30 0 0	1839
30	†Walworth, Saint John's - - N.S. 4		
30	Walworth, Saint Peter's - -N.S. 9	403 10 0	1852
32	Wandsworth - N.S. 1	*50 0 0	1836
32	†Wandsworth, Bridge House Reformatory.		
32	†Wandsworth, Family Home.		
32	Wandsworth, Point Pleasant - - B.S. 11	75 0 0	1857
32	Wandsworth, Saint Anne's - Ch. of E. 4	740 0 0	1859
32	†Wandsworth, St. Mary's (Summer's Town), Boys' and Girls' - Ch. of E.		
32	*Wandsworth (Summer's Town), Infants* - - N.S. 5	43 10 0	1852
40	†Waverley Compton - N.S.		
43	Westcott - - N.S.	500 0 0	1854
31	†Westow Hill - B.S. 11		
38	†Weybridge - - N.S.		
47	Wimbledon - - N.S. 6	*50 0 0	1836
42	†Witley - - N.S. 5		
39	Woking - - N.S.	200 0 0	1849
39	†Woking, Infants' - N.S.		
39	Woking, St. John's Ch. of E. 5	189 0 0	1856
42	Wonersh - - N.S.	80 0 0	1842
	" - - "	25 0 0	1844
39	*Worplesdon* - Ch. of E.	381 6 0	1862
43	†Wotton - - Par.		
40	Wreccleshan - N.S.	45 0 0	1841
	" - - "	30 0 0	1849
	" - - "	189 0 0	1856
	" - - "	447 0 0	1860
40	†York Town - - N.S.		
	SUSSEX.		
83	*Albourne* - - N.S.	52 0 0	1844
78	*Alfriston* - - N.S.	58 10 0	1845
90	†Arundel - Ch. of E. 11		
90	‡Arundel, Saint Philip's - - R.C. 10		
84	*Barcombe (Church Meadow)* - - N.S.	*48 0 0	1842
77	Battle and Langdon N.S. 2	204 0 0	1847
	" - - "	178 8 0	1862
84	*Beddingham* - N.S.	58 0 0	1846
	" - - "	29 10 0	1859
87	†Beeding, Lower, Holy Trinity - N.S. 5		
84	*Berwick* - - N.S.	108 0 0	1854
77	†Bexhill - - N.S. 2		
77	†Bexhill, St. Mark's - N.S. 2		
88	†Billinghurst Ch. of E. 5		
84	*Bishopstone* - - N.S.	127 0 0	1850
79	Bodle Street Green, St. John's - Ch. of E. 1	319 18 6	1862
83	*Bolney* - - N.S.	*35 0 0	1839
94	*Bosham* - - N.S.	*90 0 0	1835
91	†Boxgrove - Ch. of E. 11		
75	Brede - - N.S. 2	85 0 0	1843
	" - - "	46 0 0	1845
85	Brighton, All Souls' Ch. of E. 9	100 0 0	1857
85	Brighton (Central) - N.S. 9	110 0 0	1849
85	†Brighton, Ch. Ch. - N.S.		
85	Brighton (Chichester Diocesan), Female Practising School - 9	300 0 0	1855
85	Brighton (Eastern ltd.), Royal - B.S.	118 0 0	1859
85	†Brighton (Kemp Town), St. Mark's N.S.		
85	*Brighton (Kent's Court)* - - N.S.	*75 0 0	1837
85	*Brighton (North Lane)* - - B.S.	*300 0 0	1837
85	†Brighton (North Lane) - - N.S.		
85	*Brighton (Middle Street), Union Charity* - - B.S.	*250 0 0	1838
85	Brighton, St. John's N.S. 9	560 0 0	1847
	" " - "	51 10 0	1854
	" " - "	110 6 8	1854
85	‡Brighton, St. John's R.C.		
85	†Brighton, St. Margaret's Industrial - 9		
85	†Brighton, St. Mary's R.C. 10		
85	†Brighton, St. Nicholas' - - Ch. of E. 9		
85	†Brighton, St. Paul's N.S. 9		

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	SUSSEX—*cont.*				
85	Brighton, St. Stephen's - - N.S. 9	151	0	0	1856
85	Brighton (Warwick Street) - - N.S. 9	50	0	0	1842
77	Brightling - - N.S. 1	158	0	0	1857
90	*Broadwater* - - N.S.	80	0	0	1840
90	*Burpham* - - N.S.	25	0	0	1840
80	Burwash - - N.S. 1	218	0	0	1847
	" - - "	7	1	8	1850
	" - - "	155	0	0	1860
92	*Bury* - - N.S.	90	0	0	1848
81	Buxted - - N.S.	222	0	0	1858
	" - - "	101	0	0	1859
77	Catsfield - - N.S. 2	110	0	0	1845
	" - - "	15	0	0	1846
	" - - "	12	15	4	1857
84	Chailey - - N.S. 11	350	0	0	1855
92	†Chichester (Central) N.S. 11				
92	*Chichester (Little London)* - - B.S.	198	0	0	1848
92	Chichester, St. Pancras', Infants - N.S. 11	100	0	0	1843
92	Chichester (Tower Street) - - B.S. 7	84	3	4	1853
79	*Chiddingley* - N.S.	80	0	0	1850
83	*Clayton and Keymer* N.S.	*50	0	0	1839
94	*Compton and Upmarden* - - N.S.	90	0	0	1848
82	†Crawley Down - N.S.				
83	Cuckfield and Balcombe - - N.S. 5	160	0	0	1846
77	Dallington - - N.S. 2	35	0	0	1854
84	Ditchling - - N.S. 10	*75	0	0	1838
78	Eastbourne - - N.S. 11	64	0	0	1855
91	*Eastergate* - - N.S.	*50	0	0	1838
93	*Elsted* - - N.S.	*34	0	0	1838
80	*Etchingham* - - N.S.	150	0	0	1862
84	†Falmer - - N.S. 10				
89	†Findon - - Par. 10				
84	Firle, West - - N.S.	140	0	0	1846
92	Fittleworth Ch. of E. 5	111	5	0	1863
81	†Fletching - - N.S.				
80	Flimwell - - N.S. 1	84	0	0	1848
82	Forest Row - - N.S. 3	160	10	0	1852
	" - - "	67	0	0	1854
81	*Framfield* - - N.S.	*65	0	0	1837
81	†Frankham - Ch. of E. 6				
80	†Frant (Free) - N.S. 6				
94	†Funtington - - N.S. 11				
84	†Glynde - - N.S. 10				
82	Grinstead, East - N.S. 5	672	0	0	1861
87	†Grinstead, West Ch. of E. 5				
81	Hadlow Down - N.S. 3	*75	0	0	1838
	" " - - "	60	0	0	1850
79	Hailsham - - N.S. 2	44	0	0	1859
76	†Halton, Saint Clement's - - N.S. 2				
91	†Hampnett, West - P.U.				
82	Hartfield - - N.S. 3	100	0	0	1842
	" - - "	8	10	0	1854
	" - - "	90	0	0	1859
76	Hastings - - B.S. 7	*250	0	0	1836
76	Hastings, All Saints' and St. Clement's N.S. 2	*220	0	0	1836
	" " " - "	213	3	4	1853
	" " " - "	200	0	0	1855
	" - "	185	0	0	1856
76	Hastings, St. Mary's N.S. 2	166	0	0	1841
80	†Hawkenbury - Ch. of E.				
83	†Hayward's Heath - N.S. 5				
79	†Heathfield - - N.S. 1				
84	Heighton, South Ch. of E.	203	12	0	1861
79	Hellingley - - N.S. 2	170	0	0	1845
86	Henfield - - N.S. 10	53	0	0	1845
92	*Heyshott* - - N.S.	67	0	0	1863
82	Hoathley, West - N.S. 1	45	0	0	1844
	" " - - "	15	0	0	1854
79	Hooe - - N.S.	23	0	0	1846
	" - - "	45	0	0	1859
87	Horsham - - N.S.	94	13	0	1863
81	†Horsted, Little - N.S. 5				
86	Hove, Eastern - N.S. 9	77	0	0	1842
86	Hove, Western - N.S. 9	469	0	0	1858
79	†Hurstmonceaux - N.S. 1				
83	†Hurst Pierrepoint - N.S. 10				
75	*Ickleshom* - - N.S. 2	110	0	0	1846
93	†Iping - - B.S.				
81	*Isfield* - - N.S.	*50	0	0	1840
91	†Lavant - Ch. of E.				
76	Leonard's, Saint, on Sea - - N.S. 2	*60	0	0	1836
	" " - "	396	0	0	1848
	" " - "	109	2	6	1861
76	†Leonard's, Saint, on Sea, All Souls' - R.C.				
76	Leonard's, Saint, on Sea, St. Mary Magdalene's, Indust. Ch. of E. 2	684	0	0	1857
84	*Lewes, All Saints* - N.S.	248	0	0	1841
84	†Lewes, All Saints, and Southover, Infants' - - N.S. 10				
84	Lewes - - B.S. 7	79	0	0	1856
	" - - "	56	15	0	1862
84	†Lewes - - N.S. 10				
83	Lindfield - - N.S. 5	95	10	0	1852
83	†Lindfield, St. John's N.S. *a*				
90	*Littlehampton* - N.S.	165	0	0	1846
93	Lodsworth - - N.S. 5	80	0	0	1846
	" - - "	8	10	0	1856
93	*Lurgashall* - - N.S.	80	0	0	1845
	" - - "	10	0	0	1845
81	†Mayfield, Boys - N.S. 3				
81	†Mayfield, Girls - N.S. 3				
91	*Merston* - - N.S.	37	0	0	1842
93	*Midhurst* - - N.S.	170	0	0	1855
77	Mountfield and Whatlington - - N.S. 3	52	0	0	1850
77	†Netherfield - - N.S. 2				
84	Newhaven - - N.S. 10	130	0	0	1844
79	*Ninfield* - - N.S.	100	0	0	1854
89	*North Heath* - N.S.	140	0	0	1858
75	Northiam - - N.S. 2	53	0	0	1857
94	*Nutbourne* - - N.S.	96	16	0	1859
87	†Nuthurst - - N.S. 5				
84	Offham - - N.S. 10	55	10	0	1850
83	Patcham - - N.S. 10	107	0	0	1854
75	*Peasmarsh* - - N.S.	140	0	0	1844
	" - - "	29	0	0	1856
76	*Pett* - - N.S.	75	0	0	1848
88	†Petworth - - N.S. 5				
84	*Plumpton* - - N.S.	*23	0	0	1838
79	*Polegate* - - N.S.	54	0	0	1849
90	*Poling* - - N.S.	87	4	0	1856
86	Portslade and Hangleton - - N.S. 10	66	10	0	1843
	" " - "	60	0	0	1853

a School is sold.

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	SUSSEX—*cont.*				
86	Poynings - - N.S. 10	86	8	0	1859
89	Pulborough - - N.S. 5	336	0	0	1858
83	*Pyecombe* - - N.S.	22	5	0	1845
84	*Ripe* - - - N.S.	35	0	0	1843
	" - - - "	35	0	0	1849
84	†Rodmell - - Par. 10				
31	†Rotherfield - - N.S. 3				
84	Rottingdean - N.S. 10	260	0	0	1860
90	*Rustington* - Ch. of E.	202	0	0	1860
75	†Rye - - - Wes. 8				
75	Rye Harbour - Ch. of E. 2	196	19	0	1861
80	Salehurst - - N.S. 3	*75	0	0	1841
83	*Sayer's Common* - N.S. 10	85	0	0	1843
78	Seaford - Ch. of E. 11	369	12	0	1859
84	†Selmeston - - N.S. 10				
88	*Slaugham* - - N.S.	60	0	0	1841
87	Slinfold - - N.S.	80	0	0	1846
86	*Sompting* - - N.S.	*64	0	0	1839
78	Southbourne and Seaside - - N.S. 11	150	0	0	1852
	" " - " "	27	10	0	1856
	" " - "	115	0	0	1859
87	†Southwater - Ch. of E. 5				
86	Southwick - - N.S. 11	70	0	0	1844
77	†Staplecross - - Wes. 7				
86	Steyning - - N.S. 11	70	0	0	1841
	" - - "	399	0	0	1859
89	*Storrington* - - N.S.	*20	0	0	1836
94	Stoughton and Racton - - N.S.	62	10	0	1843
80	Ticehurst - - N.S. 1	350	0	0	1847
80	Tidebrook - - N.S. 1	212	0	0	1859
93	†Tillington - - N.S. 5				
81	†Twyford - - N.S. 3				
81	Uckfield - - N.S. 5	256	10	0	1851
80	Wadhurst - - N.S. 1	*100	0	0	1837
	" - - "	280	0	0	1855
80	†Wadhurst, Best Beech Hill District - Ch. of E.				
81	†Waldron - - N.S. 5				
89	Waltham, Cold - N.S.	82	0	0	1848
79	*Warbleton* - - N.S.	*50	0	0	1838
87	Warnham - - N.S. 5	74	0	0	1851
79	†Wartling - - N.S. 1				
94	Westbourne - - N.S.	*90	0	0	1837
84	†Westmeston - - N.S. 10				
82	Withyham, Saint John's - - N.S.	60	0	0	1840
	" " - "	16	15	0	1859
82	†Withyham, Saint Michael's - - N.S. 3				
93	*Woolbeding* - - N.S.	181	0	0	1851
90	*Worthing* - - N.S.	*100	0	0	1835
90	†Worthing - - Wes.				
	WARWICKSHIRE.				
405	Alcester - - N.S. 7	100	0	0	1844
	" - - "	6	18	6	1850
	" - - "	17	0	0	1854
396	†Alfesley, Reformatory				
395	†Ashted, St. James Ch. of E. 11				
395	Aston, Infants - N.S. 11	351	0	0	1856
397	*Atherstone, Boys' Free School* - -	150	0	0	1842
	" " - -	140	0	0	1855
	" " - -	51	8	6	1856
397	*Atherstone, Girls* - N.S. 1	31	1	10	1856
398	Attleborough - N.S.	236	0	0	1849
	" - - "	6	13	4	1855
397	†Bentley - - N.S. 1				
396	†Bickenhill - - N.S. 8				
405	Bidford - - N.S. 6	50	0	0	1846
	" - - "	19	10	0	1854
	" - - "	13	2	6	1858
394	†Birmingham - Wes.				
394	Birmingham, All Saints' - N.S. 11	616	0	0	1844
394	*Birmingham, All Saints (Heath St.) Protestant Sch.* - 11	233	15	0	1863
394	Birmingham and Edgbaston (Tennant Street), Industrial - - B.S. 6	41	0	0	1855
394	Birmingham (Bishop Ryder's) - - N.S. 7	300	0	0	1842
	" " - "	150	0	0	1842
	" " - "	341	12	0	1861
	" " - "	119	0	0	1861
394	Birmingham, Ch. Ch. (Pinfold Street) N.S. 11	*400	0	0	1837
394	Birmingham, Saint Barnabas, Boys and Girls - N.S. 6	576	11	3	1862
394	Birmingham, Saint Barnabas' (Ryland St. North) Infts. N.S.	196	0	0	1849
394	†Birmingham, Church of the Saviour - B.S. 6				
394	†Birmingham, Girls' Reformatory - -				
394	Birmingham, Industrial Free School - 10	495	0	0	1850
	" " - -	300	0	0	1855
	" " - -	200	0	0	1858
394	†Birmingham, Legge Street - - B.S. 6				
394	†Birmingham, New Jerusalem - B.S. 6				
394	†Birmingham, Oratory (Edgbaston) - R.C.				
394	†Birmingham, Asylum P.U.				
394	†Birmingham, Saint Anne's (Alcester Street) - - R.C. 10				
394	Birmingham, Saint Bartholomew's - N.S.	*150	0	0	1834
	" " - "	115	0	0	1840
	" " - "	257	10	0	1851
394	†Birmingham, Saint Chad's - - R.C. 10				
394	Birmingham, Saint George's (Russell Street) - - N.S. 9	*300	0	0	1834
	" " - "	230	0	0	1843
	" " - "	200	0	0	1845
	" " - "	100	0	0	1847
	" " - "	8	11	8	1852
	" " - "	45	0	0	1855
	" " - "	54	0	0	1858
	" " - "	123	15	0	1863
395	Birmingham, St. Clement's, Nechells - N.S. 10	1,200	0	0	1859
394	Birmingham, Saint John's - - R.C. 10	853	0	0	1861

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	WARWICKSHIRE—*cont.*		
394	Birmingham, Saint Jude's - Ch. of E. 6	555 4 0	1862
394	Birmingham, Saint Luke's (Edgbaston) - - N.S. 10	370 0 0	1843
	" " - "	133 0 0	1845
	" " - "	13 6 8	1850
394	Birmingham, Saint Luke's (Macdonald Street) - - N.S. 10	177 0 0	1850
394	*Birmingham, Saint Mark's (Helena Street)* - - N.S. 9	89 10 0	1850
394	Birmingham, Saint Mark's (St. Mark's Street) - - N.S. 9	492 0 0	1844
	" " - "	12 16 4	1849
394	Birmingham, Saint Mary's - - N.S. 10	750 0 0	1846
394	†Birmingham, Saint Mary's, Boys - R.C. 10		
394	†Birmingham, Saint Mary's, Girls - R.C.		
395	Birmingham, Saint Matthew's - N.S. 7	691 0 0	1841
	" " - "	56 10 0	1846
	" " - "	25 3 10	1859
	" " - "	440 0 0	1860
394	Birmingham, Saint Matthias' (Farm Street) - - N.S.	150 0 0	1849
394	Birmingham, Saint Matthias' (Wheeler Street) - - N.S.	1,200 0 0	1858
394	†Birmingham, Saint Nicholas' - - R.C.		
394	†Birmingham, Saint Patrick's - - R.C. 3		
394	Birmingham, Saint Paul's - - N.S. 9	788 0 0	1846
394	Birmingham, Saint Peter's (Moor St.) N.S.	531 0 0	1844
394	*Birmingham, Saint Peters (London Prentice Street), Infants* - - N.S.	73 10 0	1849
394	†Birmingham, Saint Peter's - - R.C. 10		
394	Birmingham, Saint Philip's - - N.S. 7	500 0 0	1843
394	Birmingham, Saint Stephen's - - N.S. 11	828 0 0	1845
	" " - "	12 12 0	1857
394	Birmingham, Saint Thomas' (Holloway Head Street) - N.S. 9	235 0 0	1842
	" " - "	80 0 0	1854
394	Birmingham, Saint Thomas' Branch, Infants (Holliday Street) - - N.S. 9	171 0 0	1850
394	†Birmingham, Steelhouse Lane - B.S. 6		
394	†Birmingham, Unitarian Domestic Mission School - 6		
395	Bordesley, St. Andrew's, Boys and Girls - - N.S. 10	516 0 0	1862
395	*Bordesley, St. Andrews' (Smallheath), Infants* - N.S.	99 0 0	1850
401	†Bourton - Ch. of E. 5		
406	Brailes - Ch. of E. 6	397 0 0	1859
401	Brinklow - - N.S. 4	377 10 0	1856
395	Bromwich, Little - N.S. 11	105 12 0	1860
403	†Budbrooke - Ch. of E. 6		
398	Bulkington, Saint James' - Ch. of E. 5	609 0 0	1862
398	*Chilvers Coton* - N.S.	104 0 0	1846
404	Claverdon - - N.S.	100 0 0	1849
	" - - "	140 0 0	1858
401	Cliftonon Dunsmoor N.S. 5	186 0 0	1851
404	†Combroke - - S. 11		
407	*Compton (Penny)* - N.S.	*54 0 0	1834
162	†Compton, Long, Infant - - - 6		
396	‡Corley Moor - N.S.		
400	†Coventry, Girls' Blue Coat School - 4		
400	Coventry, Holy Trinity - - N.S. 4	1,337 0 0	1854
	" " - "	12 10 0	1858
400	Coventry, St. John's N.S.	*120 0 0	1840
400	Coventry, Saint Michael's - - N.S. 4	1,200 0 0	1855
400	†Coventry, St. Mary's R.C. 9		
400	†Coventry, St. Mary's, Red Lane, late St. Michael's, Branch School.		
400	†Coventry, St. Osburg's - - R.C. 9		
400	Coventry, St. Peter's N.S. 4	180 0 0	1844
	" " "	75 0 0	1852
	" " "	28 17 6	1857
400	*Coventry, St. Nicholas' Place, Boys* - B.S.	*125 0 0	1842
400	*Coventry, Vicar Lane* - - B.S.	a*200 0 0	1835
403	Cubington - - N.S. 8	220 0 0	1846
395	Deritend, St. John's N.S. 9	267 0 0	1849
	" "	95 5 0	1853
401	Dunchurch - - N.S.	*106 0 0	1838
	" - - "	42 0 0	1847
	" - - "	8 5 0	1852
404	†Eatington - - N.S.		
393	†Edgbaston - - Par. 10		
393	Edgbaston, Saint George's - - N.S. 10	182 0 0	1854
393	Edgbaston, Saint James' - Ch. of E. 6	595 0 0	1861
395	*Erdington, Infants* B.S.	100 0 0	1840
395	†Erdington - - R.C. 9		
399	†Exhall - - N.S.		
401	*Grandborough* - N.S.	54 10 0	1841
406	†Halford - - N.S.		
403	†Hampton-on-the-Hill - - R.C.		
401	*Harborough Magna* N.S.	88 0 0	1846
407	Harbury - - N.S. 8	306 0 0	1856
397	Hartshill - - N.S. 4	148 10 0	1853
392	†Headless Cross, St. Luke's - - N.S. 11		
404	Henley in Arden - N.S. 6	95 0 0	1862
403	Hunningham Ch. of E. 4	246 0 0	1860
406	Ilmington - - N.S.	308 0 0	1859
407	*Itchington, Bishop's* N.S.	*37 0 0	1838

a Grant repaid in 1847 to the Lords of Her Majesty's Treasury.

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	WARWICKSHIRE—*cont.*	£ s. d.	
407	Itchington, Long - N.S. 7	502 0 0	1857
403	Kenilworth, Saint Nicholas - - N.S.	*57 0 0	1836
	" " "	599 0 0	1860
403	†Kenilworth, Saint Austin's - - R.C.		
403	Kenilworth, Saint John's - - N.S. 7	212 0 0	1855
399	Keresley and Coundon - - N.S. 4	112 10 0	1852
376	Kingsbury Endowed N.S. 1	6 5 10	1849
	" " "	21 8 0	1854
	" " "	30 0 0	1857
405	Kinwarton and Great Alne - - N.S. 7	50 0 0	1841
	" " "	7 0 0	1846
	" " "	11 10 0	1853
405	*Kinwarton and Great Alne Sunday School* -	*30 0 0	1836
394	Ladywood, Saint John's - - N.S. 7	1,320 0 0	1857
	" " "	262 0 0	1861
394	Ladywood, Saint John's, Infants, Ichnield Port Road Ch. of E. 7	162 16 3	1862
396	†Lea Marston Ch. of E. 1		
403	†Leamington - B.S. 6		
403	†Leamington - N.S. 11		
403	*Leamington Priors* N.S.	1,100 0 0	1859
403	†Leamington, Saint John's - - N.S. 11		
403	†Leamington, Saint Mary's - - N.S. 11		
403	†Leamington Priors R.C.		
403	†Leamington Priors Wes. 6		
407	†Lighthorn School.		
404	*Loxley* - - N.S.	10 10 0	1856
395	†Lozells, St. Silas' - N.S. 10		
405	†Mappleborough Grn. N.S. 11		
401	Marton - - N.S. 11	212 0 0	1860
	‡Mount Carmel - R.C.		
407	*Napton on the Hill* - N.S.	40 0 0	1844
	" " "	24 0 0	1851
398	Nuneaton (Abbey End) Infants - N.S.	241 0 0	1849
398	Nuneaton (Church Lane) - - N.S. 5	618 0 0	1850
403	†Offchurch (Lady Aylesford's) - - 8		
396	†Packington (Earl of Aylesford's) - 8		
408	Pailton - - N.S. 5	121 0 0	1848
	" - - "	252 0 0	1854
163	Ratley - Ch. of E.	117 0 0	1850
403	Rowington - - N.S. 6	196 0 0	1861
401	Rugby (Elborow's) N.S. 5	29 19 0	1851
401	*Rugby New Parochial School (in St. Matthew's District)* -	275 0 0	1853
401	Rugby, St. Matthew's N.S. 5	100 0 0	1846
	" " - "	9 10 0	1853
	" " - "	65 0 0	1854
401	†Rugby, Trinity " - Par. 5		
401	†Rugby - - Wes. 5		
401	†Rugby - - R.C.		
401	*Ryton on Dunsmore* - Ch. of E.	196 8 0	1862
395	†Saltley, Reformatory.		
395	Saltley (Worcester Diocesan) Practising - - 7	200 0 0	1853
402	Shirley, Endowed Ch. of E. 6	*65 0 0	1836
	" " "	187 0 0	1852
	" " "	15 2 6	1855
	" " "	19 0 0	1856
404	Snitterfield - N.S.	*100 0 0	1838
	" - - "	25 0 0	1861
402	†Solihull, Lower, Free - - N.S. 6		
402	†Solihull, Palmers, Charity School, Girls - - 6		
407	Southam Independent School - 4	46 0 0	1840
398	Stockingford - N.S. 5	64 0 0	1848
	" - - "	2 5 0	1850
	" - - "	538 0 0	1855
407	Stockton - N.S. 11	30 0 0	1844
	" - - "	25 4 4	1858
399	Stoke - - N.S. 4	63 10 0	1841
	" - - "	12 10 0	1858
403	†Stoneleigh - Par. 11		
406	*Stowerton* - N.S.	40 0 0	1841
404	Stratford-on-Avon - N.S. 11	230 0 0	1846
	" " "	81 11 8	1859
401	Stretton-on-Dunsmore - - N.S. 5	232 14 2	1863
405	Studley - - N.S. 11	*35 0 0	1837
	" - - "	17 12 4	1856
	" - - "	257 0 0	1858
	" - - "	65 0 0	1861
395	†Sutton-Coldfield - R.C.		
401	*Thurlaston* - - N.S.	138 15 0	1850
406	Tysoe - Ch. of E. 6	554 0 0	1858
399	Walsgrave-on-Sowe N.S. 4	10 10 0	1859
404	†Walton - Ch. of E. 6		
375	*Warton* - Ch. of E.	267 0 0	1858
403	Warwick, High St. Chapel - - B.S. 5	261 0 0	1859
403	†Warwickshire Reformatory.		
403	Warwick, St. Mary's N.S. 6	*150 0 0	1836
	" " - "	55 0 0	1847
	" " - "	20 0 0	1849
	" " - "	30 0 0	1853
	" " - "	62 0 0	1855
403	*Warwick, St. Mary's and St. Paul's, Infants* - - N.S.	162 0 0	1849
403	†Westwood, Canley Hill - - N.S. 11		
376	†Wilnecote - - N.S.		
395	†Wishaw - - N.S.		
401	†Wolston - Ch. of E. 4		
399	Wolvey - - N.S. 5	*53 0 0	1838
	" - - "	12 3 0	1859
404	*Wotton Wawen* - N.S.	208 0 0	1857
	WESTMORELAND.		
575	Ambleside - - N.S. 5	281 15 6	1863
573	Appleby, St. Laurence's - - B.S. 5	126 15 0	1849
575	*Applethwaite, St. Mary's* - Ch. of E.	50 0 0	1862
573	Bongate - - N.S. 8	65 0 0	1845

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	WESTMORELAND—*cont.*				
573	†Brough - - N.S. 3				
575	†Burneside Endowed School - - - 5				
575	†Burton - Ch. of E. 3				
575	Casterton - - N.S.	42	0	0	1841
574	†Cliburn - - Sch. 2				
574	†Clifton - Ch. of E.				
573	†Dufton - - B.S. 5				
575	*Firbank* - - Ch. of E. 4	112	4	0	1860
575	†Grasmere - Ch. of E. 5				
575	Grayrigg - - N.S. 5	32	0	0	1847
575	‡Helsington - - N.S.				
574	‡Helton - - N.S.				
575	*Holme* - - N.S.	82	10	0	1841
575	†Kendal - - P.U.				
575	Kendal - - Wes.	173	0	0	1848
575	Kendal, Boys - B.S. 5	*125	0	0	1835
	" " - - "	69	5	4	1855
	" " - - "	69	0	0	1858
575	Kendal - - N.S. 9	14	11	0	1849
	" - - "	14	0	0	1852
	" - - "	65	0	0	1854
	" - - "	47	6	0	1861
575	†Kendal, Castle Street, Girls and Infants B.S. 5				
575	†Kendal, Fellside - B.S. 5				
575	†Kendal, Highgate Ch. of E.				
575	Kendal, St. George's, Girls - - N.S. 9	243	10	0	1854
575	†Kendal, St. Thomas', Infants - - N.S.				
573	*Kirkby Stephen* - N.S.	*45	0	0	1834
575	Kirkby Lonsdale - N.S. 5	455	0	0	1858
575	†Langdale - Ch. Sch. 5				
575	†Levens - Ch. of E. 3				
574	*Martindale* - - N.S.	*27	0	0	1835
573	†Marton, Long - - Par. 2				
575	†Meal Bank - - B.S. 5				
573	*Ormside* - - N.S.	35	0	0	1854
575	†Staveley - - N.S. 5				
574	†Strickland, Great - N.S. 1				
573	†Temple Sowerby Ch. of E. 1				
575	†Troutbeck - Ch. of E. 5				
573	*Wareop* - - N.S.	144	0	0	1863
575	†Windermere, Saint Mary's - - N.S. 5				
574	†Yanwath - Ch. of E. 2				
	WILTSHIRE.				
121	Aldbourne - - N.S. 4	306	0	0	1858
263	†Alderbury - - N.S. 10				
256	Allcannings - N.S. 6	26	14	8	1860
262	†Amesbury - - N.S. 1				
266	†Ashton - Ch. of E. 2				
259	†Ashton, Steeple - N.S. 11				
259	Ashton, West - N.S. 11	70	0	0	1847
	" " - - "	62	5	0	1850
	" " - - "	37	10	0	1854
255	*Avebury* - - Par.	40	0	0	1844
265	Barford, St. Martin N.S. 1	478	0	0	1854
121	†Bedwin, Great - N.S. 4				
121	Bedwin, Little - N.S. 4	328	0	0	1855
265	†Bemerton - - N.S. 1				
255	*Berwick Bassett* - N.S.	66	0	0	1848
253	*Biddestone* - N.S.	50	0	0	1844
250	Bishopstone (near Faringdon) - N.S.	126	0	0	1850

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	WILTSHIRE—*cont.*				
265	Bishopstone (near Salisbury) - N.S. 1	120	0	0	1855
	" " - - "	9	8	6	1857
265	Bower Chalke - N.S. 1	40	0	0	1844
254	†Bowood School - - 5				
253	†Box - - Ch. of E. 5				
258	†Bradford, Ch. Ch. - N.S. 11				
258	†Bradford-on-Avon - B.S. 7				
258	Bradford, Parish Church - - N.S. 11	*190	0	0	1836
	" " - - "	28	8	6	1852
	" " - - "	31	14	8	1852
267	*Bradley (Maiden)* - N.S.	65	0	0	1847
104	†Bramshaw - - N.S.				
104	†Bramshaw, Warren's, Girls - - - N.S.				
259	Bratton - - B.S. 6	95	19	6	1846
259	Bratton - - N.S. 11	50	0	0	1846
254	Bremhill - - N.S. 6	150	0	0	1847
260	*Brixton Deverell* - N.S.	*40	0	0	1836
265	Broad Chalke - N.S. 1	251	0	0	1861
251	Broadtown - - Par. 6	205	0	0	1859
256	†Bromham - - N.S.				
256	†Bromham - - B.S. 6				
258	Broughton Gifford - N.S.	90	13	4	1853
261	Burbage - - N.S. 4	276	0	0	1856
254	Calne, Boys - N.S. 5	45	0	0	1856
254	†Calne, Girls - - N.S.				
254	†Calne (Lord Lansdowne's) Infant School - - - 5				
254	†Calne, Middle, Endowed, Free Grammar School. *a*				
254	†Calne, Mrs. Guthrie's Juvenile School - - 5				
253	†Castle Combe - N.S. 5				
263	†Charlton, All Saints Ch. of E. 1				
252	†Charlton Park - N.S. 4				
256	*Cheverell, Great* - N.S.	50	0	0	1845
256	†Cheverell, Little Ch. of E. 1				
266	Chilmark - - N.S. 3	283	0	0	1861
121	†Chilton-Foliatt - N.S. 4				
253	Chippenham - N.S.	*170	0	0	1837
253	†Chippenham - B.S. 6				
253	†Chippenham - P.U.				
253	Chippenham, Saint Paul's - Ch. of E. 5	776	0	0	1853
256	*Chirton* - - N.S.	40	0	0	1846
250	*Chisledon* - - N.S.	70	0	0	1841
256	†Chittoe - - N.S. 3				
262	†Cholderton - - Par. 1				
253	†Christian-Malford - N.S. 5				
118	Chute - - N.S. 7	336	0	0	1859
261	Collingbourne Ducis N.S. 4	340	0	0	1862
261	†Collingbourne-Kingston - Ch. of E. 4				
263	Combe Bissett - N.S. 10	40	0	0	1846
	" " - N.S.	7	10	0	1854
254	Compton Bassett - N.S.	53	0	0	1843
253	†Corsham - - B.S. 6	*100	0	0	1840
	" - - "	19	3	0	1855
	" - - "	22	10	0	1857
253	†Corsham Pickwick District - - N.S. 5				
260	*Corsley* - - N.S.	150	0	0	1847
251	Cricklade - - N.S. 6	108	0	0	1843
260	†Crockerton - - N.S. 2				

a Removed from inspection.

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	WILTSHIRE—*cont.*		
252	Crudwell - - N.S. 4	120 0 0	1858
103	Damerham - - N.S. 1	260 0 0	1859
108	†Dean, West - Ch. of E. 7		
254	Derry Hill - - N.S. 5	90 0 0	1844
	" - - "	42 0 0	1848
260	†Deverill, Longbridge N.S. 2		
256	Devizes - - B.S. 7	*140 0 0	1834
	" - - "	52 10 0	1860
256	†Devizes, Town (Bridewell Street), Girls N.S. 8		
256	†Devizes, Town (Sheep Street) Boys - N.S.		
259	Dilton's Marsh - N.S. 2	200 0 0	1848
266	*Donhead, St. Mary's* N.S.	*29 0 0	1837
263	Downton - - B.S. 5	150 0 0	1841
	" - - "	*11 6 8	1847
	" - - "	33 0 0	1850
	" - - "	50 0 0	1856
263	Downton - - N.S. 10	162 0 0	1847
262	†Durrington - - Par. 10		
256	†Erchfont - - N.S. 3		
261	*Everleigh* - - N.S.	70 0 0	1845
262	†Figheldean - - N.S. 1		
263	Fisherton Anger - N.S. 1	180 0 0	1843
266	*Fonthill Bishop* - N.S.	37 10 0	1841
266	*Fonthill Gifford* - N.S.	41 0 0	1846
121	†Fosbury - Ch. of E. 4		
265	*Fovant* - - N.S.	105 0 0	1848
254	†Foxham School.		
121	†Grafton, East - N.S. 4		
263	*Grimstead, West* - N.S.	101 0 0	1856
252	Hankerton - - N.S.	52 0 0	1852
263	†Harnham, East - Ch. of E. 1		
263	Harnham, West - N.S. 10	120 0 0	1863
254	†Heddington - - N.S. 3		
260	Heytesbury - - N.S. 2	*150 0 0	1838
	" - - "	155 0 0	1860
250	Highworth - - N.S. 6	*100 0 0	1837
250	†Highworth and Swindon - - P.U.		
254	‡Hillmarton - - N.S.		
257	Hilperton - - N.S. 11	70 0 0	1846
266	†Hindon - - N.S. 3		
255	*Hinton (Broad), Endowed* - - N.S.	80 0 0	1846
	" " "	80 0 0	1848
250	Hinton, Little " - N.S.	65 0 0	1850
258	*Holt* - - N.S.	*40 0 0	1835
260	†Horningsham - N.S. 2		
260	*Imber* - - N.S.	*34 0 0	1837
253	Kington Langley - N.S. 5	116 0 0	1857
267	Knoyle, East - N.S. 3	*31 0 0	1839
	" - - "	10 17 2	1859
	" - - "	7 0 0	1859
253	†Lacock - - N.S. 11		
263	Landford - - N.S. 1	45 0 0	1843
265	Langford (Steeple) - N.S. 1	286 0 0	1861
251	†Latton - - Par. 6		
263	Laverstock - - N.S. 1	5 0 0	1857
256	Lavington, (Market) N.S. 3	140 0 0	1846
258	Limpley Stoke - N.S.	75 0 0	1845
118	†Ludgershall - - N.S. 7		
266	Ludwell - - N.S. 3	70 0 0	1842
251	*Lydiard Millicent* - N.S.	48 0 0	1843
	" " "	25 0 0	1846
	" " "	82 0 10	1859
251	Lydiard Tregoz - N.S. 6	257 12 0	1861
251	Lyneham - - N.S. 6	166 2 6	1862
251	Lyneham (Clack) - N.S.	198 12 0	1861
262	†Maddington - - N.S. 1		
252	Malmesbury and Westport Juvenile - Ch. of E. 4	600 0 0	1857
252	*Malmesbury* - Ch. of E. 4		
256	*Marden* - - N.S.	25 0 0	1844
255	Marlborough, Saint Mary's - - N.S. 4	210 0 0	1850
	" " "	185 0 0	1861
255	Marlborough, Saint Peter's - - N.S. 4	500 0 0	1854
103	*Martin* - - N.S.	123 0 0	1858
257	Melksham - - B.S. 7	64 6 8	1856
257	Melksham - - N.S. 11	154 0 0	1840
	" - - "	27 4 4	1852
257	†Melksham - - P.U.		
267	Mere - - - N.S. 3	297 0 0	1841
	" - - "	40 0 0	1846
252	*Minety St. Leonard's* N.S.	116 0 0	1847
261	†Netheravon - - N.S.		
265	†Netherhampton - N.S.		
253	Nettleton and Burton - - N.S. 5	69 0 0	1850
	" " "	27 6 0	1859
261	*Newton* " - N.S.	204 0 0	1860
339	†Newnton, Long - N.S. 2		
265	†Newton, South - N.S. 10		
262	*Newton Tony* - Par.	73 0 0	1857
260	*Norton Bavant* Ch. of E.	20 0 0	1843
263	†Nunton - - N.S. 10		
256	*Patney* - - N.S.	*25 0 0	1835
261	Pewsey - - N.S. 4	*75 0 0	1840
	" - - "	19 12 10	1861
261	*Pewsey, Saint John Baptist* - - N.S.	171 5 0	1863
		444 0 0	1858
253	*Pickwick* - - N.S.		
263	†Pitton - - N.S. 1		
107	Plaitford - - N.S.	84 0 0	1855
	" - - "	27 9 4	1858
340	Pool Keynes - N.S. 6	86 0 0	1847
	" " - "	9 5 0	1855
251	Purton - - N.S. 6	584 0 0	1861
263	†Redlynch - - N.S.		
259	Road Hill - - N.S. 11	*60 0 0	1835
256	†Rowde - - N.S. 3		
264	†Salisbury, Model Sch. for Girls - - N.S. 1		
264	†Salisbury - - P.U.		
264	Salisbury, St. Edmund's, Practising School - - 10	1,361 0 0	1860
264	*Sailsbury, St. Edmund's Sunday School* - -	*40 0 0	1835
264	Salisbury, St. Martin's - - N.S. 10	21 0 0	1851
264	Salisbury, St. Thomas' - - N.S. 10	479 0 0	1863
264	†Salisbury - - Wes. 5		
255	†Savernake - - N.S. 4		
253	*Seagry* - - N.S.	50 0 0	1851
257	†Seend Girls' Church School.		
266	Semley - - N.S. 3	50 0 0	1841
	" " - "	8 0 0	1863
257	†Shaw and Witley - N.S.		
252	†Sherston, Infants - B.S. 6		
252	Sherston Magna - N.S. 4	130 0 0	1846
	" " - "	40 0 0	1858
262	†Shrewton - - N.S. 1		

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	WILTSHIRE—*cont.*			
340	‡Somerford Keynes, Church School	6	214 0 0	1860
256	*Southbroom*	N.S.	*50 0 0	1834
265	‡Stapleford	Par. 1		
257	†Staverton	N.S. 11		
256	*Stert*	N.S.	20 0 0	1841
254	*Stockley*	N.S.	117 0 0	1856
	,,	,,	58 0 0	1858
263	Stratford-sub-Castle	N.S. 1	37 10 0	1842
250	*Stratton, St. Margaret's*	N.S.	*35 0 0	1837
254	Studley, St. John's	N.S. 11	381 0 0	1855
253	*Sutton Benger*	N.S.	42 0 0	1850
260	†Sutton Veny	Ch. of E. 2		
266	*Swallowcliffe*	N.S.	45 0 0	1844
250	Swindon	N.S. 6	*85 0 0	1837
	,,	,,	47 0 0	1857
250	Swindon, New (Great Western Railway)	N.S. 6	300 0 0	1846
	,,	,,	298 0 6	1858
250	†Swindon, Old, Infts.	N.S. 6		
266	Tisbury	N.S. 3	175 0 0	1843
	,,	,,	124 0 0	1855
257	†Trowbridge	B.S. 7		
257	Trowbridge	N.S. 4	726 0 0	1846
257	Trowbridge, Holy Trinity	N.S. 11	*105 0 0	1837
	,,	,,	8 0 0	1851
260	*Upton Scudamore*	N.S.	*30 0 0	1839
250	†Wanborough	Par. 6		
260	Warminster	B.S. 6	*155 0 0	1837
260	Warminster	N.S. 2	*460 0 0	1835
	,,	,,	200 0 0	1845
	,,	,,	91 0 0	1846
104	†Warren's, Girls	N.S.	*a*	
259	Westbury	N.S. 11	150 0 0	1847
259	†Westbury, Boys	B.S. 6		
259	†Westbury, Heywood House	N.S. 11		
259	†Westbury, Leigh	Ch. of E.	*b*	
258	*Westwood*	N.S.	53 0 0	1842
	,,	,,	20 0 0	1853
263	Whiteparish	N.S. 1	100 0 0	1842
265	†Wilton	N.S. 10		
	†Wilts, Reformatory.			
262	‡Winterbourne, Earl's	N.S.		
255	*Winterbourne Monkton*	Par.	25 0 0	1845
262	†Winterbourne-Stoke	N.S. 10		
263	Winterslow	N.S. 1	10 10 0	1862
251	Wootton Bassett	B.S. 6	348 0 0	1859
251	Wootton Bassett	N.S. 6	40 0 0	1842
	,,	,,	598 0 0	1862
261	†Wootton Rivers	N.S.		
258	*Wraxall, South*	N.S.	37 10 0	1842
265	*Wylie*	N.S.	*45 0 0	1836
253	†Yatton Keynell	Ch. of E. 5		
267	*Zeals*	N.S.	42 0 0	1846
	WORCESTERSHIRE.			
386	Abberley, Free	Ch. of E. 1	202 0 0	1859
392	Alvechurch	N.S. 2	252 0 0	1857
386	*Areley King's*	N.S.	55 0 0	1846
393	Balsall Heath, Saint Paul's	N.S. 2	1,270 0 0	1857
389	*Badsey and Wickhamford*	N.S.	125 16 0	1855
393	*Bartley Green*	N.S.	*50 0 0	1840
392	†Belbroughton	N.S. 4		
389	Bengeworth	N.S. 1	150 0 0	1847
	,,	,,	50 0 0	1848
388	*Berrow*	N.S.	*45 0 0	1835
384	Bewdley	N.S. 3	65 3 4	1859
384	Bewdley, Far Forest	N.S.	60 0 0	1849
388	*Birts Morton*	N.S.	78 0 0	1861
406	†Blockley	B.S. 6		
406	†Blockley, Upper	Ch. of E. 11		
390	*Bredicot*	N.S.	100 0 0	1845
	,,	,,	30 6 6	1848
	,,	,,	12 10 0	1856
389	*Bretforton*	N.S.	75 0 0	1848
386	*Broadheath*	N.S.	*18 0 0	1836
386	*Broadwas*	Ch. of E.	62 13 0	1863
389	Broadway	N.S. 11	150 0 0	1857
389	†Broadway, St. Mary's	R.C. 5		
392	Bromsgrove	N.S. 2	*200 0 0	1834
392	†Bromsgrove	B.S. 6		
392	†Bromsgrove, Park Pl.	R.C.		
392	Bromsgrove, The Lickey	N.S. 2	295 0 0	1855
388	*Castle Morton*	N.S.	102 0 0	1849
391	*Claines*	N.S.	*100 0 0	1841
391	Claines, St. George's	N.S. 11	*123 0 0	1835
389	*Cleeve Prior*	Ch. of E.	106 0 0	1859
392	†Clent	N.S. 6		
386	Clifton-on-Teme	N.S. 12	100 0 0	1844
383	Cradley	N.S. 5	1,092 0 0	1856
383	†Cradley	Wes. 6		
391	Dodderhill	N.S.	100 0 0	1846
	,,	,,	46 0 0	1847
391	†Droitwich, Coventry Charity	N.S.		
391	Droitwich, Saint Peter's	N.S. 4	255 0 0	1858
	,, ,,	,,	38 8 6	1858
382	*Dudley*	B.S.	*400 0 0	1835
382	†Dudley, Holly Hall School			
382	Dudley, Saint Edmund's	N.S. 7	450 0 0	1847
382	Dudley, St. James'	N.S. 7	150 0 0	1844
382	Dudley, St. John's	N.S. 7	395 0 0	1848
382	Dudley, St. Thomas'	N.S. 7	520 0 0	1848
	,, ,,	,,	85 0 0	1859
	,, ,,	,,	312 0 0	1859
382	Dudley	Wes. 6	432 0 0	1859
388	Eldersfield	N.S. 1	224 0 0	1860
342	*Evenload*	N.S.	28 0 0	1844
389	Evesham	B.S. 6	160 0 0	1846
389	Evesham, All Saints, and St. Lawrence	N.S. 1	275 0 0	1844
405	Feckenham	N.S. 4	801 8 0	1859
392	Finstall	N.S.	65 0 0	1848
386	‡Grimley	N.S.		
392	†Hagley	N.S. 5		
392	*Hagley, Infants*	N.S.	85 0 0	1856
383	Hales Owen	N.S. 6	*285 0 0	1838
	,,	,,	42 0 0	1845
	,,	,,	110 0 0	1850
	,,	,,	3 6 3	1856
	,,	,,	367 0 0	1860
383	†Hales Owen, Girls and Infants	N.S. 6		
383	Hales Owen (Quinton), Ch. Ch.	N.S. 5	54 0 0	1842
	,, ,,	,,	10 0 0	1844
	,, ,,	,,	25 0 0	1852
386	Hallow, Endowed	N.S. 11	358 0 0	1858

a Now amalgamated with Bramshaw Par.

b Inspection withdrawn.

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	WORCESTERSHIRE—*cont.*		
391	Hanbury - - N.S. 4	254 0 0	1860
391	*Hanbury, Broughton Green* - - N.S.	80 0 0	1862
389	*Harvington* - - N.S.	59 0 0	1849
386	*Holt and Witley* - N.S.	*30 0 0	1838
405	Inkberrow - - N.S. 3	112 10 0	1852
384	†Kidderminster, St. Mary's (Mill St.), Infants - - N.S.		
384	Kidderminster, New Meeting House Charity School - -	67 0 0	1858
384	Kidderminster, St. George's - - N.S. 3	26 13 4	1850
	" " - "	39 0 0	1855
	" " - "	*10 0 0	1856
384	Kidderminster, St. John's - - N.S. 3	60 0 0	1844
	" " - "	62 10 0	1859
	" " - "	80 13 4	1859
384	†Kidderminster, St. John's, Girls - N.S. 3		
384	Kidderminster, St. Mary's - - N.S. 3	50 0 0	1851
	" " - "	8 6 8	1853
	" " - "	25 0 0	1860
393	†King's Heath, Infant School - 2		
393	†King's Norton - Par. 3		
393	†King's Norton Strutley Street Branch N.S. 3		
386	†Leigh Sinton - N.S. 1		
388	*Longdon, Endowed* N.S.	116 0 0	1850
383	*Lye (on the Waste)* N.S. 6	160 0 0	1846
	" " - "	27 8 0	1858
	" " - "	344 8 0	1861
383	Lye (Stamber-Mill) N.S.	230 0 0	1853
	" " - "	50 0 0	1855
388	*Malvern, Great, New Parochial* Ch. of E. 10	1,293 0 0	1859
388	*Malvern, Great, St. Mary's (Barnard's Green)* - N.S.	50 0 0	1843
388	†Malvern Morris (North) - Ch. of E. 10		
386	†Malvern, The Link - B.S. 6		
386	Malvern, The Link N.S. 11	75 0 0	1845
388	*Malvern Wells, St. Peter's* - - N.S.	*50 0 0	1839
386	Martley - - N.S. 1	144 0 0	1847
405	*Moreton Abbott's* - N.S.	20 0 0	1845
393	‡Moseley - - N.S. 2		
382	†Netherton - Ch. of E. 7		
406	Newbold-on-Stour - N.S. 11	93 0 0	1849
393	*Northfield* - - N.S.	*100 0 0	1838
389	†Offenham - - N.S.		
381	†Oldbury - - Wes. 6		
381	Oldbury - - N.S. 6	*75 0 0	1834
	" - - "	44 13 4	1855
381	Oldbury (Chance's) N.S. 6	340 0 0	1852
381	Oldbury, Tat Bank N.S. 6	311 0 0	1858
381	†Oldbury, Road End Branch Sch. 6		
345	†Overbury - Ch. of E.		
387	†Oxford, Worcester, and Wolverhampton Railway (at Worcester) - B.S.		
390	†Pershore - - B.S. 6		
390	Pershore - - N.S. 1	32 0 0	1848
	" - - "	180 0 0	1854
388	Powick - - N.S. 11	*60 0 0	1840
	" - - "	13 0 0	1847
	" - - "	13 0 0	1853
388	†Powick, Bastonford Branch - - N.S. 11		
392	Redditch - - N.S. 2	600 0 0	1846
	" - - "	87 0 0	1851
	" - - "	24 0 0	1857
392	Redditch - - Wes. 6	713 0 0	1860
386	Redmarley - - N.S.	64 0 0	1847
388	*Ripple* - - N.S.	120 0 0	1846
355	†Rock - Ch. of E. 1		
392	*Romsley* - - N.S.	63 0 0	1851
391	‡Salwarpe - - N.S.		
389	Sedgeberrow - N.S.	40 0 0	1845
393	Selly Oak - - N.S. 2	606 10 0	1863
386	†Shelsley, Woodbury Hill Reformatory School.		
406	Shipston-on-Stour - N.S. 11	66 10 0	1842
	" - - "	18 5 0	1858
393	Sparkbrook - - N.S. 2	764 0 0	1857
385	*Staunton* - - N.S. 1	165 2 6	1863
392	Stoke Prior - - N.S. 4	*100 0 0	1840
	" - - "	14 0 0	1859
383	†Stourbridge (New Road) - - Wes. 6		
383	Stourbridge, Saint Thomas' - - N.S. 7	475 0 0	1845
	" " - "	17 18 8	1859
383	†Stourbridge (Wollaston Road) - B.S.		
384	Stourport, Lower Mitton, Boys and Girls - - N.S. 4	248 0 0	1845
	" " - "	11 6 8	1852
384	†Stourport, Lower Mitton, Infants - N.S.		
383	Swinford (Old) - N.S. 7	1,004 0 0	1860
392	†Tardebigge - - N.S. 4		
385	Tenbury - - N.S. 4	414 0 0	1856
388	Upton-on-Severn - N.S. 11	50 0 0	1841
	" " - "	49 0 0	1849
	" " - "	90 0 0	1852
	" " - "	483 0 0	1859
390	*Whittington* - Ch. of E.	146 0 0	1860
386	*Wichenford* - - N.S.	67 0 0	1849
386	†Witley - - N.S. 1		
383	†Wollaston - - N.S. 7		
387	†Worcester - - Wes. 6		
387	Worcester, All Saints' - - N.S.	250 0 0	1848
391	Worcester, Sansomes Place - N.S. 12	14 0 0	1859
387	*Worcester, Saint Andrew's* - - N.S.	*200 0 0	1835
387	Worcester, Saint Clement's - - N.S. 11	276 0 0	1856
387	‡Worcester, Saint George's - - R.C.		
387	Worcester, Saint John's, in Bedwardine - - N.S. 11	75 0 0	1843
	" " - "	186 0 0	1847
	" " - "	1 12 0	1855
	" " - "	16 0 0	1860

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	WORCESTERSHIRE—*cont.*		
387	Worcester, Saint Martin's - - N.S. 12	*250 0 0	1837
	" " - "	21 0 0	1848
	" " - "	50 0 0	1853
387	†Worcester, Saint Nicholas - - N.S. 11		
387	*Worcester, Saint Paul's, Boys and Girls* - - N.S. 11	100 0 0	1848
	" " - "	118 0 0	1849
	" " - "	5 3 4	1850
	" " - "	5 16 0	1853
	" " - "	243 0 0	1860
387	†Worcester, Saint Paul's, Infants - N.S.		
387	†Worcester, Saint Peter's, Boys - N.S.		
387	Worcester, Saint Peter's (Diglis St.) Girls and Infants N.S. 12	300 0 0	1845
	" " - "	25 0 0	1847
	" " - "	59 11 4	1856
	" " - "	239 0 0	1856
	" " - "	7 5 0	1858
	" " - "	9 10 0	1859
384	Wribbenhall - - N.S. 3	12 16 8	1857
	YORKSHIRE.		
514	†Aberford - - N.S. 3		
526	‡Acklam - - N.S.		
504B	‡Ackworth, Girls - N.S. 5		
504B	‡Ackworth (Lowther's Hospital), Boys - - N.S. 5		
504B	†Ackworth, Low (Mrs. Howard's) - B.S. 5		
492A	†Acomb - - N.S. 5		
489	Addingham - N.S. 3	200 0 0	1845
	" - - "	15 14 6	1855
510	Adwick-le-Street - N.S. 2	*60 0 0	1835
534	Ainderby, Steeple - N.S. 3	267 12 0	1858
492	†Aldborough Ch. of E. 6		
492	Aldborough and Boroughbridge - N.S. 6	682 10 0	1855
491	†Aldfield - - N.S. 10		
530	*Allerston* - - B.S.	8 1 6	1846
530	*Allerston* - - N.S.	*20 0 0	1838
499	Allerton - - B.S. 4	200 0 0	1846
499	*Allerton* - - N.S.	*73 0 0	1838
492	†Allerton Mauleverer R.C. 9		
497	Almondbury, Central - - N.S. 6	343 0 0	1846
	" " - "	36 4 9	1857
497	Almondbury, Lower Houses - - N.S.	100 0 0	1847
503	Alverthorpe and Flanshaw - - N.S. 5	550 0 0	1849
	" " - "	31 11 6	1856
	" " - "	65 0 0	1862
529	†Ampleforth - - N.S. 5		
436	†Anston - Ch. of E.		
514	†Appleton Roebuck N.S. 3		
505	Ardsley - - N.S. 5	60 0 0	1841
	" " - "	15 0 0	1845
	" " - "	50 0 0	1848
	" " - "	5 14 0	1854
	" " - "	48 0 0	1855
497	†Armitage Bridge - N.S. 6		
510	†Askern - - N.S.		

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	YORKSHIRE—*cont.*		
515	Askham Bryan - N.S. 3	179 0 0	1857
509	†Aston - - N.S.		
508	Attercliffe, Boys - N.S. 11	110 0 0	1842
	" " - "	20 0 0	1845
	" " - "	150 0 0	1847
	" " - "	42 0 0	1855
	" " - "	20 0 0	1860
508	†Attercliffe, Girls - N.S. 11		
522	‡Atwick - - N.S.		
496	Austerlands - N.S. 8	60 0 0	1841
537	‡Aysgarth - - N.S. 10		
533	Ayton, Great - B.S.	140 0 0	1846
493	Baildon - - N.S. 10	150 0 0	1852
498	†Bailiff's Bridge - B.S. 9		
510	†Balby and Hexthorpe - - N.S. 2		
491	†Baldersby - - N.S. 10		
499	Bankfoot, St. Matthew's - - N.S. 2	201 13 4	1854
514	‡Bardsey, Endowed N.S.		
516	Barmby Moor - N.S. 1	108 0 0	1846
	" - - "	169 0 0	1861
517	*Barmby-on-the-Marsh* - - N.S.	*55 0 0	1834
510	‡Barnburgh - - N.S.		
489	Barnoldswick - N.S. 4	*150 0 0	1837
	" - - "	17 9 0	1861
489	Barnoldswick - Wes. 6	542 12 0	1862
505	Barnsley - - N.S. 7	78 12 8	1857
	" - - "	61 15 6	1860
505	*Barnsley* - - Wes.	444 0 0	1857
505	Barnsley, Holyrood R.C. 9	1,124 8 0	1860
505	†Barnsley, St. George's N.S. 7		
505	Barnsley, St. John's N.S. 7	260 0 0	1848
505	Barnsley, St. Mary's N.S. 7	118 0 0	1843
	Barrow, Ch. of E. *See* Wentworth.		
540	Barton - - N.S. 4	310 0 0	1861
514	Barwick-in-Elmet - N.S. 3	210 0 0	1862
502	Batley - - Wes. 9	616 17 6	1854
502	Batley (near Dewsbury) - - N.S. 6	676 0 0	1861
502	Batley, Carlinghow N.S. 6	140 0 0	1848
502	Batley Carr - - N.S. *2	406 0 0	1846
502	†Battyeford - - N.S. 11		
	Battyeford, Ch. Ch. in Mirfield, Boys N.S.	175 0 0	1841
	" " - "	157 0 0	1844
510	†Bawtry - -Wes. 4		
535	Bedale - - N.S. 4	188 0 0	1846
523	Beeford - - N.S.	42 10 0	1847
500	†Beeston - - N.S. 6		
518	*Bentley in Arksey* - N.S.	57 0 0	1843
518	Beverley - - - Wes. 11	191 0 0	1852
518	*Beverley, Beckside* - N.S. 2	86 0 0	1852
518	Beverley-Minster - N.S. 2	300 0 0	1849
518	†Beverley-Minster, Girls - - N.S. 2		
518	†Beverley, North Bar Street - - R.C. 9		
518	Beverley, St. Mary and St. Nicholas' N.S. 2	210 0 0	1850
518	*Beverley, Wood St.* N.S.	100 0 0	1841
499	†Bierley - - N.S. 1		
499	†Bierley, Sticker Lane N.S.		
533	†Bilsdale, Lord Feversham's Sch. - - 6		

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
494	Bingley - - N.S. 2	79 0 0	1861
494	Bingley - - Wes. 5	826 0 0	1861
526	†Birdsall, Lord Middleton's Sch. - - 4		
499	Birkenshaw - N.S.	*75 0 0	1840
	" - - "	*45 0 0	1842
	" - - "	100 0 0	1846
	" - - "	192 0 0	1852
	" - - "	36 7 6	1852
499	*Birkenshaw, Hunsworth* - - N.S. 5	314 4 9	1862
502	Birstal - - N.S. 1	339 0 0	1848
	" - - "	6 0 0	1852
502	Birstal - - Wes. 9	345 15 0	1863
492	†Birstwith - Ch. of E. 3		
515	†Bishopthorpe, Archbishop of York's - N.S. 3		
516	†Bishop Wilton Ch. of E. 1		
498	‡Black Dike Mills, Evening School.		
506	Bolsterstone - N.S. 11	200 0 0	1852
499	Bolton in Calverley (near Bradford) - N.S. 6	309 6 0	1859
510	Bolton-on-Dearne - N.S.	54 0 0	1841
497	†Boothbanks - - N.S. 1		
514	Boston, Clifford, and Bramham - - Wes. 3	168 17 6	1853
514	Boston Spa - - N.S. 3	355 0 0	1856
499	†Bowling, St. John's N.S. 1		
489	Bracewell - - N.S. 3	36 0 0	1845
	" - - "	16 19 0	1861
499	Bradford, Borough, West - - B.S. 4	240 0 0	1844
	" " - "	169 0 0	1848
	" " - "	58 0 0	1856
499	*Bradford, Broomfields Industrial School* -	763 0 0	1859
499	Bradford, Ch. Ch. - N.S. 1	454 10 0	1853
499	Bradford, Daisy Hill N.S.	300 0 0	1844
499	†Bradford, Low Moor, Boys and Girls - N.S. 2		
499	Bradford, Hill Top, Low Moor, Infants N.S. 2	65 0 0	1844
	" " - "	30 0 0	1844
	" " - "	89 0 0	1849
	" " - "	44 10 0	1850
	" " - "	27 0 0	1861
499	Bradford, Manchester Road, Model Factory - - N.S. 1	80 0 0	1850
	" " - "	1,895 0 0	1856
499	†Bradford, Messrs. Walker's Factory N.S.		
499	Bradford, New Leeds N.S. 1	357 0 0	1846
499	Bradford, Richmond Terrace - - Wes. 4	394 2 6	1853
499	†Bradford, Stott Hill N.S. 1		
499	Bradford, St. Andrew's - - N.S. 2	1,194 6 0	1859
499	†Bradford, St. James' N.S. 1		
499	Bradford, St. Jude's N.S. 1	406 0 0	1846
	" " - "	44 10 0	1855
	" " - "	24 0 0	1857
499	†Bradford, Saint Marie's - - R.C. 9		
499	Bradford, St. Patrick's - - R.C. 9	622 0 0	1859
	YORKSHIRE—*cont.*		
499	†Bradford, Tong St. - N.S. 1		
499	†Bradford, White Abbey - - Wes.		
527	Brafferton - - N.S. 6	440 0 0	1860
514	†Bramham - Ch. S. 3		
500	Bramley (Leeds) - N.S. 9	398 0 0	1850
500	†Bramley (Leeds) - Wes. 3		
509	†Bramley, near Rotherham - N.S.		
500	*Bramley Whitcote* - N.S.	125 0 0	1848
509	†Brampton Bierlow - N.S. 5		
518	Brantingham - cum-Ellerker - - N.S. 2	70 0 0	1846
526	*Brawby* - - N.S.	66 0 0	1854
505	Bretton, Monk - N.S.	200 0 0	1846
503	†Bretton, West - N.S. 7		
524	Bridlington - - N.S. 6	94 6 8	1856
	" - - "	83 18 4	1860
524	Bridlington, Infants - N.S. 6	400 0 0	1858
524	*Bridlington Quay* - B.S. 5	*100 0 0	1857
524	Bridlington Quay, Ch. Ch. - - N.S. 6	330 0 0	1850
524	†Bridlington Quay, Infants' School - - 6		
524	Bridlington Quay - Wes.	17 11 0	1853
498	Brighouse - - N.S. 7	*150 0 0	1836
	" - - "	18 0 0	1845
	" - - "	26 7 6	1858
	" - - "	325 0 0	1862
497	Brockholes - - N.S. 6	*64 0 0	1839
525	Brompton - - B.S. 5	150 0 0	1841
	" - - "	40 0 0	1859
539	†Brompton-on-Swale N.S. 3		
517	†Broomfleet - - N.S.		
489	†Broughton - - R.C. 9		
489	†Backden - Ch. of E. 3		
526	†Bulmer, Lord Carlisle's Ch. of E. 5		
493A	Burley in Wharfdale (near Otley) - N.S. 10	20 0 0	1845
	" " "	10 4 10	1859
500	Burley (near Leeds) N.S. 5	238 0 0	1847
	" " "	115 0 0	1858
493A	†Burley Township - B.S. *b*		
501	Burmantofts' St. Stephen's - - N.S. 6	559 0 0	1861
535	*Burneston, Endowed* N.S.	70 0 0	1853
497	Burnlee, Infants - N.S. 1	100 0 0	1852
524	*Burton Agnes, Boys* N.S.	*48 0 0	1835
524	†Burton Agnes, Girls N.S.		
518	Burton, Bishop Ch. of E.	291 0 0	1860
536	†Burton Constable - N.S. 3		
536	‡Burton Constable - R.C.		
526	†Burythorpe - - N.S.		
501	Buslingthorpe - N.S. 9	95 0 0	1848
	" - "	37 0 0	1852
	" - "	786 0 0	1860
499	†Buttershaw - - N.S. 2		
	†Calder Farm Industrial Reformatory.		
539	†Caldwell Church School 3		
490	†Calverley - - N.S. 6		
499	Calverley, Infants - N.S. 6	270 0 0	1856
490	†Calverley - - Wes. 2		
510	Campsall, Norton Ch. of E. 2	295 6 6	1862
510	Cantley - - N.S. 2	88 0 0	1848

b School has ceased to exist.

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	YORKSHIRE—*cont.*		
510	Carcroft (in Owston) N.S. 2	53 0 0	1843
489	†Carleton-in-Skipton Ch. of E. 4		
513	†Carlton - - R.C.		
536	*Carlton in Coverham* N.S.	*55 0 0	1836
513	†Carlton in Snaith Ch. of E. 3		
528	*Carlton Miniott* - N.S.	73 10 0	1850
504A	Castleford - - N.S.	*30 0 0	1839
504A	Castleford - - Wes. 6	396 0 0	1860
	†Castle Howard Reformatory.		
522	Catwick - - N.S. 2	45 0 0	1847
517	†Cave, North, Boys - N.S. 2		
517	†Cave, North, Girls - N.S. 2		
517	†Cave, North - Wes.		
518	†Cave Cross South, Boys' School - - 2		
506	†Cawthorne - - N.S. 7		
513	†Cawood School.		
497	*Choppards in Holmfirth* - - N.S.	*80 0 0	1840
516	†Church Catton - Par. 2		
488	†Clapham - Ch. of E. 3		
490	Clayton - - N.S. 2	627 0 0	1859
499	*Cleckheaton* - - B.S.	*175 0 0	1835
499	Cleckheaton - - N.S. 1	*200 0 0	1835
	" - - "	220 0 0	1847
	" - - "	4 10 0	1850
	" - - "	20 0 0	1851
	" - - "	19 8 0	1854
	" - - "	6 14 0	1856
	" - - "	97 0 0	1857
499	*Cleckheaton, Moor Bottom* - - N.S.	116 10 0	1862
514	†Clifford - - N.S.		
514	†Clifford, St. Edward's R.C. 9		
514	†Clifford, St. Joseph's R.C. 9		
515	*Clifton* - - N.S.	33 0 0	1841
532	†Coatham - Ch. of E. 4		
498	Coley - - N.S. 12	225 0 0	1845
498	†Coley, North Owram Infants - Ch. of E. 11		
510	†Conisborough, Infants - - N.S.		
489	†Coniston, Cold Ch. of E. 3		
489	Cononley in Kildwick N.S. 4	110 0 0	1846
519	Cottingham - - N.S. 11	*100 0 0	1836
497	Cowcliffe and Netheroyd - - N.S. 6	297 0 0	1856
489	Cowling, Cross Hills N.S.	192 0 0	1847
527	†Coxwold - Ch. of E. 4		
534	*Cowton, East* - N.S.	50 0 0	1843
528	†Crakehill District - N.S. 3		
527	†Crayke - - N.S. 4		
540	Croft - - N.S. 3	100 0 0	1845
	" - - "	65 2 6	1851
	" - - "	19 0 0	1855
497	Crosland, South - N.S. 1	*115 0 0	1836
507	†Cross Pool - - N.S.		
495	Cross Stone - - N.S. 12	250 0 0	1847
	" - - "	36 10 0	1860
494	*Cullingworth* - N.S.	152 0 0	1848
494	Cullingworth - Wes. 6	722 0 0	1857
491	†Dallowgill - - N.S. 10		
539	*Dalton-in-Kirby-Ravensworth* - N.S.	*37 0 0	1840
	" " - "	45 0 0	1846
528	†Dalton-in-Topcliffe - N.S.		
532	†Danby - - N.S. 5		
505	Darfield - - N.S. 2	103 0 0	1842
	" - - "	12 3 4	1858
	" - - "	1 16 7	1858
490	†Darley - - B.S. 3		
503	*Darnall* - - N.S.	*144 0 0	1840
504A	Darrington - - N.S. 5	234 0 0	1859
506	Deepcar - - N.S. 11	226 0 0	1857
499	Denholme Gate - N.S. 2	208 0 0	1847
	" " - "	12 10 0	1861
487	Dent - - - N.S. 3	180 0 0	1845
	" - - - "	30 13 4	1858
502	Dewsbury (Middle Parish) - - N.S. 8	430 0 0	1843
	" " "	20 0 0	1845
	" " "	469 0 0	1858
502	*Dewsbury Moor, Sunday School* - - -	*110 0 0	1839
502	Dewsbury, West Town N.S. 7	670 18 6	1855
505	†Dodworth, Town, Boys - - N.S.		
505	Dodworth, Girls and Infants - - N.S. 7	250 0 0	1850
	" " "	3 0 4	1855
510	Doncaster - - B.S. 4	*300 0 0	1835
	" - - "	175 0 0	1848
	" - - "	19 10 0	1855
510	Doncaster - - N.S. 2	170 0 0	1844
	" - - "	10 0 0	1848
	" - - "	10 0 0	1849
	" - - "	90 0 0	1855
510	Doncaster, Ch. Ch. - N.S. 2	424 10 0	1852
	" " - "	76 0 0	1856
510	†Doncaster (Great Northern Railway Company's) - N.S. 2		
510	†Doncaster - - R.C.		
489	*Draughton* - - N.S.	100 0 0	1851
523	Driffield, Great - N.S. 6	516 0 0	1855
515	†Dringhouses, St. Edward's - - N.S. 4		
519	Drypool - Ch. of E. 10	24 8 4	1850
526	†Duggleby - - N.S. 5		
492	*Dunsforth* - - N.S.	209 0 0	1861
532	*Easington, near Redcar* N.S. 11	*28 0 0	1834
521	Easington, near Hull N.S.	281 2 0	1860
527	Easingwold - - N.S. 4	94 10 0	1862
527	†Easingwold - - Wes. 2		
499	†Eastbrook - - Wes. 4		
512	Eastoft - - N.S.	82 10 0	1849
517	Eastrington - - N.S.	89 0 0	1845
	" - - "	9 10 0	1860
494	Eastwood, St. Mary's N.S. 4	432 0 0	1858
493	*Eccup* - - N.S.	76 0 0	1847
507	Ecclesall - - N.S. 11	*100 0 0	1834
	" - - "	251 0 0	1861
507	†Ecclesall, Greystones N.S. *b*		
507	†Ecclesall, Parsonage, Girls' - Ch. of E.		
506	†Ecclesfield, Feoffees School 2		
506	Ecclesfield, High Green - - B.S. 10	101 0 0	1845
	" " "	100 0 0	1848
	" " "	17 0 0	1856
	" " "	130 0 0	1860

b Merged into Eccleshall, N.S.

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	YORKSHIRE—*cont.*		
506	†Ecclesfield, Rawson's Infants School - - 2		
506	Ecclesfield, Shire Green, Pismire Hill - N.S.	205 8 0	1857
499	Eccleshill - - N.S. 2	150 0 0	1844
	" - - "	46 4 5	1859
498	Elland - - N.S. 12	500 0 0	1847
	" - - "	10 0 0	1851
	" - - "	13 6 8	1853
	" - - "	20 13 0	1859
498	‡Elland Edge - N.S.		
504	Elmsall, South - Wes. 6	323 10 0	1856
505	Elsecar - - N.S. 11	222 0 0	1852
489	Embsay-cum-Eastby, St. Mary's - N.S. 4	126 0 0	1849
	" " "	57 0 0	1850
515	†Escrick - - N.S. 3		
518	Etton - - N.S. 2	292 0 0	1856
518	*Etton, Infants* - N.S.	91 0 0	1857
529	†Farndale - Ch. of E. 6		
516	†Fangfoss - - N.S. 1		
493	Farnley - - N.S. 4	336 0 0	1848
493	†Farnley Iron Works - - N.S. 6		
493	†Farnley Tyas - N.S. 6		
499	Farsley, Saint John's - - N.S. 6	236 0 0	1848
	" " - "	266 17 0	1857
499	†Farsley, United Methodist Free Ch. School - - 3		
514	Fenton (Church) - N.S. 6	*40 0 0	1840
	" - "	12 0 0	1862
525	†Filey - - N.S. 6		
525	Filey - - Wes. 5	663 0 0	1858
524	Flamborough - N.S. 6	100 0 0	1846
503	Flockton, Grammar School (late Denby Grange) - - - 7	300 0 0	1860
503	†Flockton (Manor House) - - B.S. *a*		
526	Foston - - N.S. 5	25 0 0	1844
516	*Friday Thorpe* - N.S.	26 0 0	1841
523	Frodingham, North N.S.	85 0 0	1845
	" " "	18 10 0	1859
515	*Fulford* - " - N.S.	35 0 0	1845
507	*Fulwood* - - N.S.	45 0 0	1841
531	Fylingdales - - N.S. 6	150 0 0	1862
504A	†Garforth - - N.S. 10		
504A	†Garforth - - Wes. 3		
489	Gargrave - - N.S. 3	248 7 8	1848
	" - - "	12 12 0	1856
489	†Gargrave, St. Mary's R.C. 9		
487	*Garsdale* - - N.S.	54 0 0	1841
512	†Garthorpe - - N.S. *b*		
523	†Garton-on-the-Wolds Ch. of E.		
505	Gawber Town Ch. of E. 7	390 0 0	1858
502	*Gawthorpe* - - N.S.	123 10 0	1841
	" - - "	48 6 8	1857
488	Giggleswick - N.S. 2	125 0 0	1861
500	*Gildersome* - - N.S.	*73 0 0	1840
	" - - "	16 10 0	1840
	" - - "	10 0 0	1846
	" - - "	6 10 0	1847
529	Gilling - - N.S. 4	208 0 0	1848
497	†Golcar - - N.S. 6		
492	†Goldsborough - N.S. 4		

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	YORKSHIRE—*cont.*		
502	Gomersall, Little - N.S. 1	710 0 0	1844
512	†Goole - - Wes. 11		
512	Goole, St. John's - N.S. 4	288 0 0	1847
	" " - "	83 5 0	1857
489	Grassington - N.S. 4	110 0 0	1846
	" - "	50 0 0	1852
	" - "	23 11 6	1861
493	†Greenholme Mills - B.S. 3		
498	†Greetland - - Wes. 9		
533	‡Greenhow and Bridge House Gate - N.S.		
491	*Grewelthorpe* - N.S. 4	*36 0 0	1837
522	Grimstone - Ch. of E. 11	215 0 0	1860
514	†Grimstone (Lady Londesborough's) N.S. *c*		
479	Grindleton - - N.S. 3	*30 0 0	1838
531	Grosmont - - N.S. 6	54 0 0	1846
	" - - "	34 0 0	1857
	" - - "	96 10 0	1860
532	Guisborough (Providence) - Ch. of E. 4	261 0 0	1857
493	Guisley - - N.S. 1	*160 0 0	1841
538	†Gunnerside - - Wes. 4		
494	*Hainsworth* - B.S.	*40 0 0	1836
498	Halifax, Great Albion Street - - B.S. 9	350 0 0	1845
498	†Halifax (Copley Factory) - Ch. of E. 11		
498	†Halifax, Haley Hill Shed - - N.S. 11		
498	†Halifax, Holy Trinity N.S. 11		
498	Halifax, Orange Street Wes. 9	816 0 0	1857
498	Halifax (Queen's Head) N.S. 11	400 0 0	1848
498	Halifax, St. James', Cross Hills - N.S. 10	432 0 0	1845
498	Halifax, St. James', Victoria Street - N.S. 10	*300 0 0	1840
498	†Halifax, St. John's - N.S.		
498	Halifax, South-east Parish - - N.S.	513 0 0	1845
507	*Hallam, Upper (at Fulwood)* - B.S.	*30 0 0	1834
492B	Hampsthwaite - N.S. 3	307 0 0	1861
508	‡Handsworth Woodhouse - - N.S.		
502	Hanging Heaton - N.S. 6	130 0 0	1845
	" - "	74 0 0	1851
493A	†Harewood - " - N.S. 10		
492	Harrogate, High - N.S. 3	*100 0 0	1837
	" - "	100 0 0	1841
	" - "	102 0 0	1862
492	Harrogate, Low, Saint Mary's - - N.S. 4	*50 0 0	1837
486	†Harthill, Endowed Ch. of E. 10		
537	Hawes - - N.S.	135 0 0	1847
	" - "	16 0 0	1847
529	†Hawnby - Ch. of E. 6	*d*	
494	*Haworth* - - B.S. 5	*125 0 0	1837
494	Haworth - - N.S. 4	27 0 0	1851
	" - - "	95 0 0	1856
	" - - "	12 13 4	1856
494	Haworth - - Wes. 5	250 0 0	1861
514	†Haslewood - - R.C. 9		
500	Headingley Glebe, Girls - - N.S. 5	45 0 0	1848

a School no longer exists. *b* School closed. *c* Inspection withdrawn.
d School extinct.

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	YORKSHIRE—*cont.*		
500	Headingley Town, Boys - - N.S. 6	187 0 0	1848
	" " - - "	46 0 0	1855
503	†Heath - - Par. 5		
502	Heaton, Earl's - N.S. 2	290 0 0	1847
	" " - - "	24 15 0	1862
519	Hedon - - N.S.	*90 0 0	1837
508	†Heeley - - N.S. 11		
537	‡Helme - - Ch.S.		
529	†Helmsley, Lord Faversham's - - N.S. 6		
529	‡Helmsley - - N.S.		
529	†Helmsley - - Wes. 6		
515	†Heslington - - N.S. 3		
515	*Hessay* - - N.S.	45 0 0	1852
519	Hessle - - N.S. 2	283 0 0	1856
497	Hillhouse, St. John's (Huddersfield) - N.S. 6	560 4 0	1862
531	†Hinderwell - - N.S. 6		
500	Holbeck - - Wes. 3	892 0 0	1860
497	Holme Bridge - N.S. 6	180 0 0	1842
	" " - - "	30 0 0	1845
	" " - - "	174 13 4	1861
517	*Holme (Lane End)* B.S.	*60 0 0	1837
517	†Holme, on Spalding Moor - - N.S. 1		
517	‡Holme - - R.C.		
517	†Holme - - Wes. 3		
497	†Holmfirth - - N.S.		
497	†Holmfirth - - Wes. 4		
497	Honley - - N.S. 6	500 0 0	1846
	" - - "	13 0 0	1860
503	†Horbury - - N.S. 5		
522	Hornsea - - N.S. 12	200 0 0	1845
493B	Horsforth - - N.S. 6	433 12 6	1863
493B	†Horsforth Town, Infant School - - 6		
499	Horton Great - N.S. 2	1,294 0 0	1861
499	Horton, Great, High Street - Wes. 4	1,250 0 0	1860
517	Howden - - Wes. 11	238 0 0	1850
	" - - "	12 12 0	1858
506	†Hoyland, High - N.S. 12		
506	Hoylandswaine - N.S. 7	135 0 0	1850
505	Hoyle Mill, Infants N.S.	193 0 0	1854
497	*Huddersfield* - B.S.	*250 0 0	1839
497	†Huddersfield, Buxton Road - - Wes. 9		
497	Huddersfield, Holy Trinity - - N.S. 6	82 10 0	1844
497	†Huddersfield, Longroyd Bridge - N.S. 6		
497	*Huddersfield, Northgate, Infants* - N.S.	*170 0 0	1840
497	Huddersfield, St. Paul's - - N.S. 6	600 0 0	1848
497	Huddersfield, St. Peter's (Seed Hill) N.S. 6	206 0 0	1846
520	†Hull - - - P.U.		
520	*Hull, Edward St. (Dock Green Head)* - B.S.	*305 0 0	1834
520	Hull (Holderness Ward) - - B.S. 11	*200 0 0	1840
520	Hull, Holy Trinity (Vicar Lane) - N.S. 9	940 0 0	1858
520	†Hull, Nautical School - 9		
520	Hull, Ragged Indus. Sch. -	1,277 0 0	1857
520	Hull (Salthouse Lane) - - N.S. 9	450 0 0	1852
	" " - - "	20 0 0	1853
520	†Hull, Savings Bank B.S.		
520	Hull (South Myton) Wes.	420 0 0	1851
	" " - - "	28 4 0	1858
	" " - - "	16 0 0	1858
	" " - - "	295 0 0	1860
520	†Hull, Canning Street R.C.	*b*	
520	Hull, St. Charles', Pryme Street, Boys and Infants R.C. 9	1,085 0 0	1861
520	Hull, St. James' - N.S. 9	690 0 0	1845
	" " - - "	218 10 0	1849
520	Hull, St. John's (Savings Bank) - N.S. 9	359 0 0	1854
	" " - - "	170 0 0	1855
520	†Hull, St. Joseph's, Anlaby Road - R.C. 9		
520	Hull, St. Mark's - N.S. 9	153 0 0	1840
	" " - - "	30 0 0	1843
	" " - - "	914 0 0	1858
520	*Hull, St. Mary's, Infants* - - N.S.	*187 0 0	1838
520	Hull, St. Mary's, Wilton Street - R.C. 9	925 4 0	1857
520	Hull, St. Stephen's (Collier Street), Boys - - N.S. 9	221 0 0	1842
	" " - - "	22 10 0	1848
	" " - - "	153 0 0	1858
520	Hull, St. Stephen's, Spring Street, Girls - - N.S. 9	541 0 0	1856
520	†Hull, St. Stephen's, Infants - - N.S. 9		
520	†Hull, Scotland St. - Wes. 10		
520	Hull, Trippett, Industrial - Ch. of E. 9	605 0 0	1859
524D	†Hunmanby - - N.S. 5		
492	†Hunsingore - - N.S. 4		
515	†Huntington - - Par.		
536	‡Hunton - Ch. of E.		
527	Husthwaite - - - N.S. 5	*40 0 0	1839
	" - - "	53 14 5	1862
523	Hutton Cranswick - N.S. 11	75 0 0	1845
	" " - - "	33 10 0	1850
526	†Hutton, Sheriff - N.S.		
526	Hutton, Sheriff - Wes. 2	20 10 0	1856
526	Hutton's Ambo - N.S. 5	20 0 0	1842
	" " - - "	95 0 0	1857
533	*Hutton-in-Rudby* - N.S.	*80 0 0	1836
532	Hutton, Low Cross - B.S. 11	640 0 0	1858
499	Idle - - - N.S. 1	300 0 0	1847
499	†Idle - - - Wes. 1		
533	†Ingleby-Arncliffe Ch. of E. 4		
488	Ingleton - - N.S. 3	159 0 0	1843
	" - - "	8 16 3	1858
	" - - "	50 0 0	1861
494	Ingrow - - N.S. 4	200 0 0	1845
	" - - "	6 2 0	1853
	" - - "	5 0 0	1860
	" - - "	100 0 0	1861
494	*Keighley* - - B.S.	*81 0 0	1835
494	Keighley - - N.S. 4	*650 0 0	1835
494	†Keighley - - Wes. 5		

b No longer exists. Boys and infants transferred to Hull, St. Charles', Pryme Street, R.C., and girls to Hull, St. Joseph's, Anlaby Road, R.C.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
494	Keighley, Wesley Place - - Wes. 5	316 0 0	1863
494	Keighley, St. Ann's - R.C. 9	225 0 0	1858
489	*Kelbrook in Thornton* - - N.S.	50 0 0	1841
515	†Kexby - - N.S. 3		
521	Keyingham - - N.S.	*35 0 0	1835
528	*Kilburn* - - N.S. 3	12 10 0	1857
489	†Kildwick - - N.S. 4		
523	Kilham - - N.S. 5	150 0 0	1849
492B	†Killinghall - - N.S. 3		
509	Kilnhurst - - N.S. 2	*50 0 0	1836
509	Kimberworth - N.S. 11	751 0 0	1859
498	Kingcross, St. Paul's N.S. 12	396 0 0	1849
	" " - "	200 0 0	1852
516	†Kirby under Dale - N.S. 5		
523	Kirkburn - - N.S. 11	305 4 0	1861
497	Kirkburton (Boys) N.S. 1	29 0 0	1856
497	Kirkburton (Girls) N.S. 1	80 0 0	1845
	" " - "	27 10 0	1859
535	†Kirkby Fleetham - N.S. 3		
491	Kirkby Malzeard - N.S.	190 0 0	1862
530	Kirkby Misperton - N.S. 6	*50 0 0	1835
	" " - "	112 0 0	1856
539	Kirkby Ravensworth N.S. 3	40 0 0	1841
497	Kirkheaton - - N.S. 6	337 0 0	1846
	" - - "	35 0 0	1857
	" - - "	81 0 0	1858
519	Kirk-Ella - - N.S. 2	335 8 0	1859
535	†Kirklington - - Par. 10		
504B	Kirksmeaton - N.S. 3	75 0 0	1852
500	†Kirkstall, Infants - N.S. 5		
500	Kirkstall, St. Stephen's - N.S. 5	400 0 0	1846
	" - - -	90 0 0	1862
492	Knaresborough - N.S. 3	*135 0 0	1838
	" - "	57 10 0	1860
492	†Knaresborough, St. Mary's - R.C.		
504A	Knottingley - N.S.	290 0 0	1843
	" - - "	50 0 0	1845
	" - - "	64 0 0	1858
523	*Langtoft* - N.S.	53 0 0	1846
533	Langbaurgh, West - N.S. 4	116 7 6	1855
488	†Langcliffe - - N.S. 3		
509	*Laughton-en-le-Morthen, End.* - N.S.	60 0 0	1850
	" " - "	9 5 0	1858
517	†Laxton - Ch. of E. 1		
493	†Leathley - - N.S. 10		
526	†Leavening - - N.S. 5		
518	Leconfield - Ch. of E. 2	130 0 0	1861
501	Leeds, All Saints - N.S. 9	490 0 0	1848
501	†Leeds (Basinghall Street) - - B.S. 3		
501	Leeds, Ch. Ch. - N.S. 9	370 0 0	1842
501	*Leeds (Edgar St.)* - B.S.	510 0 0	1845
501	Leeds (Darley St.) - Wes. 3	550 0 0	1849
	" " - "	182 0 0	1850
500	Leeds, Holbeck, St. Matthew's - N.S. 11	*250 0 0	1840
	" - - "	392 0 0	1850
	" - - "	12 6 0	1857
500	Leeds, Hunslet - N.S. 6	512 10 0	1843
	" " - "	130 0 0	1844
	" " - "	20 6 9	1860
500	†Leeds, Hunslet, St. Joseph's - - R.C.		
500	Leeds Hunslet St. Jude's, Pottery Fields - - N.S. 6	950 0 0	1862
500	†Leeds, Little Holbeck (Marshall's Factory) N.S. 9		
501	Leeds (Little London), St. Matthew's N.S. 5	*75 0 0	1837
	" " - "	165 0 0	1850
	" " - "	501 15 8	1860
501	†Leeds, Mill Street - B.S.		
501	Leeds, Newtown, St. Mary's - N.S. 5	500 0 0	1847
	" - - "	50 0 0	1848
	" - - "	11 6 8	1850
501	Leeds, North Hall, St. Andrew's - N.S. 9	1,030 0 0	1859
501	Leeds (Pottery Fields) - - Wes. 1	916 0 0	1858
501	†Leeds (School Street) Wes.	*a*	
501	Leeds, St. Andrew's N.S. 9	502 0 0	1847
	" " - "	109 0 0	1858
501	†Leeds, St. Anne's - R.C. 9		
501	Leeds, St. George's N.S. 5	350 0 0	1841
	" " - "	*b*256 0 0	1849
	" " - "	645 12 0	1860
501	Leeds, St. James' - N.S. 5	500 0 0	1845
501	Leeds, Saint Luke's - Ch. of E. 5	650 0 0	1860
501	*Leeds, St. Lukes' (Sheepscar)* - N.S.	50 0 0	1842
501	Leeds, St. Marie's - R.C. 9	402 0 0	1860
501	Leeds, St. Mary's (Carver Street), Infants - - N.S.	101 0 0	1847
501	Leeds, St. Mary's, Quarry Hill - N.S. 5	*120 0 0	1840
	" " - "	160 0 0	1849
	" " - "	53 0 0	1857
	" " - "	15 14 0	1859
501	†Leeds, St. Patrick's R.C. 9		
501	Leeds, St. Paul's - N.S. 9	398 5 0	1851
	" - - "	36 0 0	1858
501	Leeds, St. Peter's - N.S. 5	2,750 0 0	1858
501	Leeds, St. Philip's N.S. 11	257 0 0	1840
	" " - "	261 6 8	1853
501	Leeds, St. Saviour's N.S. 6	*408 0 0	1840
501	Leeds, St. Thomas (Leyland's) - N.S. 6	505 0 0	1859
535	Leeming - - N.S. 3	81 0 0	1847
494	Lees - - - Wes. 5	480 0 0	1856
497	Lepton - - N.S. 6	463 0 0	1860
499	Lidgett Green - B.S. 4	*100 0 0	1839
	" " - "	12 16 7½	1848
499	*Lidgett Green Sunday School* -	*101 0 0	1838
497	Lindley - - N.S. 6	22 0 0	1844
497	Lingards - - N.S. 1	19 19 6	1859
497	†Linthwaite - - N.S.		
527	†Linton on Ouse - N.S.		
502	Liversedge, High Town - - N.S. 2	42 0 0	1855
	" - - "	100 0 0	1858
518	*Lockington* - - N.S.	54 0 0	1845
	" - - "	27 0 0	1848

a Inspection withdrawn.

b This grant is for two residences for the joint use of the teachers of St. George's and St. Philip's Schools.

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	YORKSHIRE—*cont.*		
497	Lockwood - - N.S. 6	*69 0 0	1839
	" - - "	650 0 0	1854
	" - - "	29 16 4	1860
503	Lofthouse, Ch. Ch., near Wakefield - N.S. 1	200 0 0	1845
532	†Lofthouse Parish School - - B.S.		
503	‡Lofthouse - - Wes. 11		
516	†Londesborough Ch. of E. 2		
497	*Longwood Infants* - N.S.	150 0 0	1849
489	*Lothersdale* - - N.S.	40 0 0	1842
506	Lound - - N.S. 10	276 0 0	1846
538	†Low Row (Reeth) - Wes. 4		
498	†Luddenden - - N.S. 10		
531	†Lythe - - N.S. 6		
509	Maltby, Infants - N.S. 2	29 0 0	1842
526	†Malton, Boys - B.S.		
526	Malton, New - N.S. 5	400 0 0	1858
526	*Malton, New, Infants* B.S. 3	150 0 0	1841
526	†Malton, Old - N.S. 4		
540	*Manfield* - Ch. of E.	275 0 0	1858
499	Manningham, St. Paul's - - N.S. 1	300 0 0	1844
	" - - "	740 0 0	1862
500	†Manston Colliery Ch. of E. 6		
497	Marsden - - N.S. 8	805 0 0	1857
492	*Marton-cum-Grafton* - Ch. of E.	227 2 2	1861
532	†Marsk - - - N.S. *a*		
532	†Marsk, Zotland School - - 11		
514	†Marston, Long - N.S.		
535	Masham (Charity) N.S. 10	31 4 4	1857
	" " - "	97 2 10	1859
500	†Meanwood - - N.S. 9		
500	‡Meanwood - - Wes. *b*		
538	Melbecks - - N.S. 3	216 0 0	1856
	" - - "	125 0 0	1857
539	Melsonby - - Wes. 4	280 0 0	1858
497	Meltham - - N.S. 8	*52 0 0	1836
	" - - "	110 0 0	1847
497	Meltham Mills - N.S. 8	315 0 0	1844
493A	†Menston, St. John the Divine - N.S. 10		
504a	†Methley, Boys - N.S.		
504A	Methley, Girls - N.S.	152 0 0	1849
	" " - "	9 4 0	1859
	" - - "	155 0 0	1861
510	*Mexborough* - - N.S.	25 0 0	1842
	" - - "	100 0 0	1860
541	Middlesborough-on-Tees - - B.S. 11	*150 0 0	1837
	" - - "	42 13 4	1855
	" - - "	50 0 0	1856
	" - - "	406 0 0	1856
541	†Middlesborough-on-Tees, Infants - B.S. 11		
541	†Middlesborough-on-Tees, South Bank School.		
541	Middlesborough, St. John the Evangelist - - N.S. 3	1,092 0 0	1860
	" " - "	178 2 6	1861
541	†Middlesborough, St. John's, Barracks' School.		
502	Millbridge - - N.S. 2	270 0 0	1854
	" - - "	74 5 0	1861

a Inspection discontinued.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
504A	†Milford, South - Par. 4		
516	*Millington* - - N.S.	179 8 0	1860
497	Milnsbridge - - N.S. 6	*100 0 0	1838
	" - - "	692 0 0	1856
492	*Minskip* - Ch. of E.	100 0 0	1858
502	†Mirfield - - Par.		
502	†Mirfield - - Wes. 4		
491	*Monkton, Bishop's* - N.S. 4	72 0 0	1841
504A	Monk Fryston - N.S. 3	486 0 0	1858
499	†Moor Bottom - N.S. 10		
502	Morley (Town End) N.S. 9	*75 0 0	1837
502	†Morley - - Wes. 9		
494	Morton, East - N.S. 2	115 0 0	1845
	" " - "	16 18 5	1861
498	Mount Pellon, Ch. Ch. - - - N.S. 11	1,005 0 0	1858
525	Muston - Ch. of E.	199 0 0	1855
498	†Mytholmroyd, St. John's - - N.S. 11		
523	Nafferton - - N.S. 5	122 0 0	1846
	" - - "	7 17 9	1847
	" - - "	40 0 0	1853
	" - - "	8 6 8	1859
	" - - "	65 0 0	1862
523	Nafferton - - Wes. 5	214 0 0	1849
	" - - "	18 11 6	1856
508	Neepsend - - N.S. 10	745 4 0	1857
523	†Neswick, Girls - N.S.		
518	†Newbald - Ch. of E. 2		
517	†Newby Hall (in Skelton) - Ch. of E. 10		
519	‡Newland-in-Cottingham - - N.S. 11		
497	New Mill - - N.S. 1	*95 0 0	1838
	" " - - "	50 0 0	1845
	" " - - "	42 6 6	1860
517	†Newport - Ch. of E. 2		
492	Newsome - - N.S.	*68 0 0	1841
479	Newton-in-Bowland N.S.	60 0 0	1842
	" " - "	21 6 8	1860
527	†Newton-on-Ouse - N.S. 12		
524	†Newton (Wold) Ch. of E. 5		
529	*Normanby* - - N.S.	80 0 0	1843
534	Northallerton - N.S. 3	330 0 0	1844
	" - "	23 13 4	1857
	" - "	26 0 0	1860
510	*Norton* - - N.S.	52 0 0	1860
516	Nunburnholme - N.S.	86 0 0	1857
529	†Nunnington - Ch. of E.		
494	Oakworth - - N.S. 4	200 0 0	1845
494	Oakworth, Sykes' Head - - Wes. 6	128 0 0	1855
	" " - "	129 0 0	1860
532	†Ormesby, North, Pennyman's Sch. - 4		
534	Osmotherley - N.S.	140 0 0	1857
502	Ossett, South - N.S. 7	613 0 0	1857
502	†Ossett, Infant Sch.		
529	†Oswaldkirk - Ch. of E. 5		
493	Otley - - N.S. 10	300 0 0	1847
528	†Otterington South Ch. of E. 4		
534	†Ottringham - Ch. of E.		
521	†Ottringham - - Wes. 12		
503	†Oulton, St. John's - N.S. 10		
506	Oughtibridge - N.S. 11	38 10 0	1852
	" - "	150 0 0	1854
	" - "	698 2 6	1861
492	†Ouseburn, Great Ch. of E. 4		

b This school no longer exists.

No of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
503	†Outwood, St. Mary Magdalene's - N.S. 5		
515	*Overton* - - B.S.	70 0 0	1842
506	Owlerton - - N.S. 11	70 0 0	1852
	" - - "	18 16 8	1857
498	*Owram, North* - B.S.	200 0 0	1841
498	Owram, North - N.S.	*See* Coley.	
498	*Owram, South* - N.S.	*125 0 0	1839
521	Owthorne - - N.S. 11	84 0 0	1848
494	Oxenhope - - N.S.	208 0 0	1847
490	†Pateley, Glass House Factory - - Wes. 3		
521	Patrington - - N.S. 11	665 0 0	1859
506	†Penistone - - N.S. 7		
530	Pickering, Mixed - N.S.	363 0 0	1858
530	Pickering - - Wes. 5	560 0 0	1857
528	Pickhill - - N.S. 10	185 0 0	1863
508	Pitsmoor - - N.S. 9	*140 0 0	1837
	" - - "	257 0 0	1857
	" - - "	24 5 0	1861
516	Pocklington - - N.S. 1	631 0 0	1855
516	Pocklington - Wes. 3	171 2 6	1853
512	†Pollington - - N.S. 4		
504A	Pontefract - - N.S. 7	44 2 0	1857
504A	Pontefract - - Wes. 6	*250 0 0	1838
	" - - "	108 0 0	1858
504A	Pontefract, All Saints' - - N.S. 7	117 0 0	1849
504A	†Pontefract, St. Joseph's - - R.C.		
504A	†Pontefract, The Grange, St. Mary's R.C.		
492A	Poppleton, Nether - N.S. 4	60 0 0	1852
499	Pudsey, Far Town - N.S. 10	200 0 0	1845
499	Pudsey, Low Town - N.S. 10	260 0 0	1843
497	†Rashcliffe, Infants.		
527	†Raskelfe - - Par. 4		
498	Rastrick and Brighouse - - B.S. 9	*150 0 0	1837
488	†Rathmell, Endowed N.S. 3		
539	†Ravensworth - N.S.		
512	†Rawcliffe - - Wes.		
509	*Rawmarsh, Infants* N.S.	*54 0 0	1842
509	Rawmarsh, Endowed Free Grammar School - - 11	250 0 0	1858
532	Redcar, Earl of Zetland's - - B.S. 11	523 0 0	1859
503	†Redhill - - Wes.		
538	†Reeth, The Friends, School - - 4		
538	†Reeth - - Wes.	*a*	
539	†Richmond Corporation School - 4		
539	Richmond - - N.S. 4	*50 0 0	1837
	" - - "	140 0 0	1852
	" - - "	129 15 0	1857
539	†Richmond, Infants.		
539	†Richmond - - R.C. 9		
539	†Richmond - - Wes. 4		
494	*Riddlesden* - - N.S.	120 0 0	1863
526	Rillington - - N.S.	87 0 0	1847
491	†Ripon, Girls - N.S. 9		
491	†Ripon - - Wes. 3		
491	Ripon, Cathedral, Boys - - N.S. 9	238 7 6	1854
491	Ripon, Holy Trinity N.S. 9	*147 0 0	1837
	" " "	50 0 0	1854
	" " "	47 0 0	1856
498	Ripponden - - N.S. 11	176 0 0	1844
	" - - "	30 0 0	1856
522	†Rise - - N.S.		
502	Robert Town - N.S.	280 0 0	1850
531	†Robin Hood's Bay, Girls - - N.S. 6		
490	†Rocking - - N.S.		
492	†Roecliffe - - N.S. 6		
521	†Roos - - N.S. 11		
509	Rotherham and Masboro' - - B.S. 2	*349 0 0	1834
509	Rotherham - N.S. 11	330 0 0	1848
	" - - "	18 15 0	1856
	" - - "	17 13 4	1858
	" - - "	308 0 0	1858
509	Rotherham - - Wes. 2	877 0 0	1859
500	†Rothwell - - N.S. 10		
534	†Rounton, West - N.S.		
505	Roystone - - N.S. 5	150 0 0	1845
524	Rudston - - N.S. 5	300 0 0	1859
489	*Rylstone District* - N.S.	75 0 0	1852
498	Salterhebble, All Saints' - - N.S. 11	444 0 0	1855
489	*Salterforth* - - N.S.	54 0 0	1844
503	†Sandal Magna, Girls' S. 5		
525	Scalby - - N.S. 6	115 6 6	1863
	" - - "	65 0 0	1863
497	Scammonden - N.S. 6	50 0 0	1846
526	†Scampston - - N.S.		
525	Scarborough - N.S. 6	*85 0 0	1838
	" - "	1,418 0 0	1860
525	Scarborough - Wes. 7	753 0 0	1856
499	Scholes - - N.S. 10	105 0 0	1847
506	Scissett, or High Hoyland - - N.S. 8	83 0 0	1841
	" - "	333 0 0	1861
535	Scruton School - - 3	220 0 0	1860
519	Sculcoates, Ch. Ch. N.S.	474 0 0	1849
519	Sculcoates, St. Mary's N.S. 10	250 0 0	1852
519	Sculcoates, St. Paul's, Boys - Ch. of E. 10	573 0 0	1858
519	Sculcoates, St. Paul's, Girls - - N.S.	*100 0 0	1834
	" " "	10 0 0	1845
	" " "	6 0 0	1859
500	Seacroft - - N.S. 9	30 0 0	1856
	" - - "	228 0 0	1860
487	Sedbergh - - B.S. 6	125 0 0	1843
	" - - "	62 10 0	1855
	" - - "	73 0 0	1855
487	Sedbergh - - N.S.	115 0 0	1841
	" - - "	15 0 0	1857
513	Selby, Abbey Church N.S. 4	1,009 10 9	1858
513	†Selby Grey Coat School - -	*b*	
513	†Selby - - Wes. 3		
528	†Sessay Village School 3		
488	†Settle - - N.S. 2		
526	†Settrington - - N.S. 4		
500	*Shadwell* - - N.S.	56 0 0	1847
515	†Sharlston Mixed School - - 5		
491	Sharow - - N.S. 10	212 0 0	1857
	" - - "	52 11 6	1863
508	*Sheffield* - - B.S.	*250 0 0	1837
508	†Sheffield Brunswick Wes. 10		
508	†Sheffield, Central (Carver Street) - N.S. 10		
508	†Sheffield Ebenezer Wes. 10		

a School abandoned.

b Merged into Selby Abbey Church School.

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	YORKSHIRE—*cont.*		
508	†Sheffield, Moorfields N.S. 10		
508	Sheffield Park, St. John's - - N.S. 10	322 0 0	1848
	" " - "	24 6 8	1858
508	Sheffield Park - Wes.	538 0 0	1847
508	Sheffield, St. George's N.S. 9	1,393 0 0	1846
508	Sheffield, St. Jude's (Eldon) - - N.S. 10	623 0 0	1861
508	*Sheffield St. Luke's, Dyer's Hill* - N.S.	700 0 0	1858
508	Sheffield, St. Marie's (Surrey Street) - R.C. 9	*350 0 0	1835
	" " - "	172 10 0	1853
508	Sheffield, St. Mary's N.S. 9	338 10 0	1842
	" " - "	100 0 0	1850
	" " - "	16 14 8	1855
	" " - "	44 2 6	1857
508	*Sheffield, St. Mary's, (Leadmill Road), Infants* - - N.S 10	459 0 0	1861
508	*Sheffield, St. Mary's (Sheaf Gardens)* - R.C.	974 10 0	1858
508	Sheffield, St. Paul's N.S. 10	230 0 0	1844
508	Sheffield, St. Peter's Parish Church - N.S.	600 0 0	1855
508	Sheffield, St. Philip's N.S. 10	75 0 0	1841
	" " - "	185 0 0	1845
508	Sheffield, St. Stephen's (Netherthorpe) N.S. 10	930 0 0	1861
508	Sheffield, St. Vincent of Paul's - - R.C. 9	534 15 0	1853
498	*Shelf* - - B.S.	*80 0 0	1836
498	†Shelf - Ch. of E. 2		
497	Shepley, St. Paul's - N.S. 6	76 10 0	1854
	" - "	9 11 0	1858
	" - "	80 0 0	1860
514	†Sherburn - - N.S. *a*		
498	†Shibden - Ch. of E.		
499	*Shipley* - - B.S.	*60 0 0	1839
499	Shipley, St. Paul's - N.S. 3	765 0 0	1858
515	†Shipton, Endowed - N.S. 4		
492	†Sicklinghall - Sch. 4		
522	Sigglesthorne - - N.S. 12	14 0 0	1859
506	†Silkstone, Boys Ch. of E.		
506	Silkstone, G. & In. N.S. 7	237 0 0	1851
494	Silsden - - N.S. 4	*50 0 0	1836
494	Silsden - - Wes. 6	58 0 0	1855
	" - "	279 0 0	1858
497	†Skelmanthorpe - Wes. 4		
515	†Skelton - - N.S. 3		
524	Skipsea - - N.S. 11	75 0 0	1846
524	†Skipsea - - Wes. 6		
489	Skipton - - B.S. 6	415 0 0	1857
489	†Skipton - - N.S. 4		
489	Skipton, Ch. Ch. - N.S. 4	75 0 0	1845
	" " - "	13 15 0	1862
489	†Skipton, St. Stephen's R.C. 9		
489	†Skipton - - Wes.		
522	Skirlaugh - - N.S.	254 11 1	1861
497	Slaithwaite, Lower N.S. 1	154 0 0	1841
	" " - "	2 0 0	1850
	" " - "	7 0 0	1851
	" " - "	120 0 0	1857
497	*Slaithwaite, Old (Free) School* -	132 0 0	1846
497	Slaithwaite, Upper N.S.	100 0 0	1846
	" " - "	7 0 0	1849
	" " - "	3 12 0	1850
497	*Slaithwaite West* - N.S.	360 0 0	1860
523	†Sledmere - - N.S. 5		
531	*Sleights, Eskdaleside and Ugglebarnby* - N.S.	*55 0 0	1833
	" " - "	37 0 0	1849
526	†Slingsby - " Ch. of E. 5		
525	†Snainton - - N.S. *a*		
512	Snaith - - Wes. 10	334 0 0	1849
498	Sowerby Bridge - N.S. 11	*245 0 0	1838
	" " - "	40 0 0	1859
498	†Sowerby Bridge - Wes. 9		
498	Sowerby, Chapelry District - - N.S. 11	718 0 0	1860
528	*Sowerby, near Thirsk* N.S.	10 0 0	1860
498	Sowerby, St. George's N.S. 11	260 0 0	1845
	" " - "	31 6 8	1858
498	†Sowerby, St. Mary's N.S. 11		
498	Sowerby, Triangle - N.S. 11	409 0 0	1858
517	‡Spaldington Village Ch. of E.		
536	†Spennithorne Ch. of E. 10		
492	Spofforth - - N.S. 4	174 15 0	1851
505	†Stainborough, Hood Green - - N.S.		
531	Staithes - - N.S.	100 0 0	1851
494	*Stanbury-in-Haworth* N.S.	87 0 0	1848
503	Stanley, St. Peter's N.S. 5	177 0 0	1848
	" - "	80 0 0	1856
499	Stanningley, " St. Thomas' - - N.S. 10	250 0 0	1846
	" " - "	16 0 0	1848
506	Stannington - N.S. 11	52 10 0	1842
506	*Stannington, Hollow Meadow School* - -	212 0 0	1858
543	Startforth - Ch. of E. 3	4 12 6	1861
492	Staveley - - N.S. 9	70 10 0	1851
515	†Stillingfleet - - N.S. 3		
527	†Stillington - - N.S. 4		
527	†Stillington - - Wes. 2		
521	Sunk Island - Par. 11	130 0 0	1853
519	†Sutton - - B.S. 12		
516	Sutton-in-Derwent - N.S. 5	40 0 0	1844
494	Sutton-in-Kildwick N.S. 4	418 0 0	1859
520	Sutton, St. James' Ch. of E.	325 0 0	1859
512	Swinefleet - - N.S.	90 0 0	1849
512	†Swinefleet - - Wes. *b*		
526	Swinton - - N.S. 4	36 0 0	1843
	" - "	418 16 8	1854
	" - "	5 0 0	1857
	" - "	6 14 0	1857
491	†Tanfield, West - N.S. 10		
	" - "		
506	†Tankersley - - N.S. 2		
500	Temple Newsam - N.S. 4	35 0 0	1851
	" - "	90 0 0	1863
528	†Thirkleby - Ch. of E. 4		
528	Thirsk - - B.S. 3	*125 0 0	1840
	" - - "	50 0 0	1847
	" - - "	80 0 0	1854
541	Thornaby - - N.S. 3	300 0 0	1847
	" - - "	19 19 0	1860
515	†Thorganby with Cottingwith Ch. of E. 3		
514	†Thorner - - N.S. 10		
514	†Thorner - - Wes. 2		
503	Thornes Lane - N.S. 7	228 0 0	1863
503	†Thornes, Mr. Gaskell's School - 6		
502	Thornhill Lees - N.S. 7	615 0 0	1859
499	Thornton - - N.S.	20 0 0	1844
	" - - "	15 0 0	1848

a Inspection withdrawn.

b Extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	YORKSHIRE—*cont.*		
530	†Thornton-Dale - N.S. 6		
523	Thornton-le-Moor Ch. of E. 4	90 0 0	1861
488	†Thornton-in-Lonsdale - N.S. 3		
506	Thorpe Hesley - N.S. 11	*147 0 0	1840
506	†Thorpe Hesley - Wes. 10		
436	†Thorpe Salvin - N.S.		
506	Thurgeland - - N.S. 5	160 0 0	1851
506	†Thurlstone - Ch. of E. 7		
497	Thurstonland, Endowed - - Par. 6	20 0 0	1843
	" " "	52 8 0	1845
	" " "	36 0 0	1855
510	†Tickhill, Infts. Ch. of E. 3		
518	Tickton - - N.S.	64 0 0	1848
493	*Timble, Great* - B.S.	*22 0 0	1836
509	†Tinsley Park, Colliery School - 11		
527	Tollerton - - Wes. 2	400 8 0	1858
528	†Topcliffe - - N.S. 10		
	Trippet Holy Trinity Industrial School - -	*See* Hull.	
530	†Tunstall - Ch. of E. 3		
514	†Ulleskelf - Ch. of E.		
532	†Upleatham, Zetland B.S. 11		
506	Wadsley - - N.S. 11	*152 0 0	1839
	" - - "	100 0 0	1855
	" - - "	20 0 0	1856
510	Wadworth - - N.S. 2	72 10 0	1841
	" - - "	11 3 4	1856
503	Wakefield, All Saints', Boys - N.S. 8	9 14 8	1849
503	†Wakefield, All Saints', Girls - N.S. 8		
503	†Wakefield, Green Coat - - N.S. 7		
503	Wakefield, Holy Trinity - - N.S. 8	225 0 0	1847
	" " " "		
503	Wakefield, Lancasterian School - 6	75 0 0	1856
	" - -	14 13 4	1859
503	Wakefield, St. Andrew's - - N.S.	320 0 0	1846
	" " - "	95 0 0	1849
503	Wakefield, St. Austin's - - R.C. 9	750 0 0	1859
503	Wakefield, St. Mary's N.S. 7	375 0 0	1857
503	Wakefield - - Wes. 6	500 0 0	1857
503	†Wakefield, West Riding Reformatory.		
507	†Walkley, St. Mary's N.S. 11		
514	†Walton - - N.S. 3		
503	†Walton (Wakefield) N.S. 5		
523	†Wansford, Great - N.S.		
503	*Warmfield* - - B.S.	*50 0 0	1837
510	†Warmsworth - N.S. 2		
516	†Warter - Ch. of E. 1		
491	†Wath, Infants Sch. - 5		
509	*Wath-upon-Dearne* N.S.	270 0 0	1853
523	†Weaverthorpe (Lady Sykes') - - N.S. 5		
493A	†Weeton - - N.S. 10		
516	Weighton, Market - N.S.	140 0 0	1843
	" " - "	44 0 0	1858
526	†Welburn - - N.S. 5		
534	†Welbury - Ch. of E. 3		
526	†Welham Bridge Ch. of E. *a*		

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	YORKSHIRE—*cont.*		
519	†Welton - - N.S. 2		
509	†Wentworth - - N.S. 12		
509	†Wentworth (Barrow) - Ch. of E. 12		
509	†Wentworth, Park Gate - - N.S.		
503	Westgate Common N.S. 8	123 15 0	1852
	" " - "	35 0 0	1853
488	*Westhouse* - - N.S.	15 12 0	1860
508	†Weston, near Sheffield - - N.S. 10		
526	†Westow - - N.S. 5		
492	‡Wetherby - - N.S.		
492	‡Wetherby - - Wes. 3		
523	†Wetwang (Lady Sykes') School.		
509	Whiston - - N.S.	*75 0 0	7839
531	Whitby - - B.S. 5	97 12 6	1857
	" - - "	73 16 0	1861
531	Whitby - - N.S. 6	200 0 0	1845
	" - - "	90 0 0	1856
531	†Whitby - - Wes. 5		
502	†Whitley, Lower Ch. of E. 10		
526	†Whitwell - Ch. of E. 5		
504A	†Whitwood Colliery School - - 10		
504A	*Whitwood Mere* - N.S. 3	103 10 0	1863
492	†Whixley - Ch. of E. 4		
533	Whorlton - - Par. 3	347 0 0	1857
508	Wicker, Holy Trinity N.S. 10	623 3 4	1854
	" " - "	304 0 0	1857
	" " - "	20 0 0	1858
509	Wickersley - - N.S. 12	360 0 0	1857
515	*Wigginton* - - N.S.	*40 0 0	1836
488	†Wigglesworth, Clark's Endowed School - 2		
472C	†Wighill - - N.S. 4		
499	Wilsden, Infants - N.S.	*60 0 0	1838
499	Wilsden - - Wes. 5	332 18 0	1858
499	Windhill - Ch. of E. 3	478 0 0	1861
499	Windhill - - Wes. 4	646 0 0	1857
522	Withernwick - N.S.	55 0 0	1847
536	‡Witton, East Ch. of E.		
505	Wombwell - - N.S. 5	134 0 0	1847
	" - - "	13 14 0	1855
504A	*Womersley* - - N.S.	209 0 0	1857
497	Woodhouse, Ch. Ch. N.S.	*150 0 0	1836
510	Woodhouse (Feather Hill), St. Mark's - N.S. 5	200 0 0	1846
	" " - "	25 4 0	1857
	" " - "	335 0 0	1860
518	Woodmansey and Thearne - - N.S.	276 15 0	1850
493B	Woodside (Horsforth) - - N.S. 6	220 0 0	1850
506	Worrall - - N.S.	101 0 0	1848
505	Worsborough Dale - N.S. 5	169 0 0	1848
505	‡Worsborough, Grammar School.		
506	†Wortley (near Sheffield) - - N.S.		
500	Wortley, New (near Leeds) - - N.S. 5	500 0 0	1849
	" " - "	12 12 0	1856
	" " - "	9 7 9	1861
500	Wortley (New), Zion B.S. 1	*400 0 0	1837
	" - "	150 0 0	1843
500	†Wortley, Old (near Leeds) - - N.S. 12	*55 0 0	1836

a School closed and children transferred to Spaldington, N.S.

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	YORKSHIRE—*cont.*			
504B	†Wragby	N.S.*a*		
503	Wrenthorpe	N.S.	100 0 0	1845
517	Wressle	Par.	144 0 0	1859
499	†Wyke	N.S. 2		
525	†Wykeham	N.S. 6		
516	‡Yapham	N.S.		
493B	Yeadon	N.S. 9	272 0 0	1849
493B	†Yeadon, Upper	N.S. 9		
526	*Yedingham*	N.S.	*12 0 0	1836
515	†York, All Saints and St. Peter's the Little	N.S. 4		
515	†York, Aldwark	N.S. 4		
515	†York and Ripon, Female Practising School	4		
515	York and Ripon, Male Practising School	4	100 0 0	1851
515	†York and Ripon Model	4		
515	York, Bishopgate	N.S. 4	11 6 8	1855
515	†York, Bishophill	B.S. 2		
515	†York (Hope Street)	B.S. 2		
515	†York, Industrial Ragged School.			
515	York, Manor House	N.S. 4	23 6 8	1855
	,, ,,	,,	18 13 4	1855
515	York, Micklegate, District	N.S.	176 10 0	1853
515	York, Micklegate, Trinity	N.S. 4	*125 0 0	1836
	,, ,,	,,	102 6 0	1861
515	York (Priory Place)	Wes. 2	1,691 0 0	1858
515	York, St. Cuthbert's	N.S. 4		
515	York, St. George's	Wes. 2	1,546 9 6	1858
515	†York, St. George's, Boys and Girls	R.C. 9		
515	York, St. Thomas'	N.S. 4	493 0 0	1859
515	York, Walmgate, St. Margaret's	N.S. 4	200 0 0	1842
	,, ,,	,,	75 0 0	1847
	,, ,,	,,	83 10 0	1858
	†Yorkshire Reformatory	R.C.		

ISLANDS.

	CHANNEL ISLANDS.		£ s. d.	
	†Alderney	N.S. 8		
	Alderney	Wes. 8	150 0 0	1855
	Guernsey, St. John's	N.S. 8	40 0 0	1842
	,, ,,	,,	56 10 0	1842
	,, ,,	,,	298 10 0	1859
	†Guernsey, St. Marie du Castel's Infant School	8		
	Guernsey, St. Peter's Port	B.S. 8	*46 0 0	1839
	,, ,,	,,	266 0 0	1843
	,, ,,	,,	14 10 0	1856
	†Guernsey, St. Peter's Port	N.S. 8		
	Jersey	N.S. 8	*125 0 0	1840
	,,	,,	51 0 0	1857
	Jersey, Gorey	N.S.	*100 0 0	1836
	Jersey, Grouville, Central	N.S. 8	381 0 0	1857
	†Jersey, St. James'	N.S. 8		
	Jersey, St. Mark's	N.S. 8	200 0 0	1846
	,, ,,	,,	16 5 0	1853
	,, ,,	,,	27 17 6	1854
	,, ,,	,,	77 0 0	1857
	Jersey, St. Owen's	Ch. of E.	277 12 6	1863
	Jersey, St. Owen's	Wes. 8	235 15 0	1862
	†Jersey, St. Paul's	N.S. 8		
	Jersey, St. Peter's	N.S. 8	267 10 0	1862
	†Jersey, St. Saviour's	N.S. 8		
	†Jersey, Trinity	N.S.		
	ISLE OF MAN.			
	Arbory	N.S.	*50 0 0	1835
	Ballasalla	N.S.	88 0 0	1843
	,,	,,	100 0 0	1855
	ISLE OF MAN—*cont.*		£ s. d.	
	‡Bishopscourt, Model	N.S.		
	Castletown	N.S. 7	*90 0 0	1839
	,,	,,	82 6 0	1850
	,,	,,	99 0 0	1862
	†Cronkbourne	N.S. 7		
	Cronk-ne-Voddy, St. John's	N.S.	48 10 0	1842
	Dhoon Bridge	N.S.	*44 0 0	1836
	Dolby	B.S.	*150 0 0	1840
	†Dolby	N.S. 7		
	†Douglas	R.C.		
	†Douglas, Thomas Street	Wes. 8		
	Douglas, St. Barnabas'	N.S. 7	85 0 0	1845
	,, ,,	,,	16 13 4	1851
	,, ,,	,,	4 5 0	1862
	†Douglas, St. George's (Athol Street)	N.S. 7		
	Foxdale, St. Patrick's (Mining)	Ch. of E. 7	100 0 0	1848
	,, ,,	,,	50 0 0	1850
	Grenaby	N.S. 7	*50 0 0	1835
	Jurby	Ch. Sch. 7	228 6 0	1863
	Kirk Andreas	N.S. 7	*72 0 0	1837
	,, ,,	,,	72 6 0	1848
	Kirk Braddan	N.S.	344 0 0	1860
	Kirk German, St. John's	N.S. 7	70 0 0	1845
	†Kirk Marown	Par.		
	Kirk Maughold	Par.	140 5 0	1854
	Kirk Michael	N.S.	67 10 0	1844
	Kirk Onchan	Par. 7	77 0 0	1846
	,,	,,	10 13 4	1859
	,,	,,	100 0 0	1861
	Kirk Patrick	Par. 7	200 0 0	1855
	Kirk, St. Anne's	N.S.	100 0 0	1852

a School closed.

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	ISLE OF MAN—*cont.*		
	Laxey Glen - - N.S. 7	*38 0 0	1836
	Man, Isle of, St. Jude's - - N.S.	63 0 0	1855
	Malew, St. Mark's Ch. of E. 7	70 0 0	1845
	" " "	30 0 0	1846
	Peel, Christians', Bp.		
	Wilson's, Endowed N.S. 7	100 0 0	1842
	" " - "	315 0 0	1862
	" " - "	42 18 11	1862
	ISLE OF MAN—*cont.*		
	Peel, Mathematical and Nautical School - 7	112 0 0	1850
	Peel - - - Wes. 7	395 0 0	1863
	Port, St. Mary's - N.S. 7	*75 0 0	1837
	Ramsey - - N.S. 7	*155 0 0	1835
	" - - "	122 15 3	1850
	Rushen - - N.S. 7		
	Rushen - - Par. 7	344 10 6	1861
	Sulby - - N.S. 7	*100 0 0	1840

WALES.

			£ s. d.	
	ANGLESEA.			
623	Aberffraw - - Par. 5	285 2 0		1860
623	Amlwch - - B.S. 5	1,146 0 0		1860
623	†Amlwch - - N.S. 5			
621	†Beaumaris - - Par. 6			
623	†Bryngwran - - N.S. 5			
623	Cemaes - - B.S. 5	150 0 0		1847
	" - - "	59 11 4		1859
620	†Dwyran - - B.S. 6			
621	Gaerwen - - N.S. 5	171 0 0		1850
621	†Gaerwen - - B.S. 5			
623	Gwalchmai - - B.S. 5	240 0 0		1856
623	Gwalchmai - - N.S. 5	*30 0 0		1840
	" - - "	90 0 0		1856
623	*Heneglwys* - - B.S.	18 0 0		1840
623	*Holyhead* - - B.S. 5	*a**37 0 0		1836
623	Holyhead - - B.S.	354 0 0		1849
	" - - "	30 15 0		1853
	" - - "	138 4 0		1856
	" - - "	76 0 0		1856
	" - - "	116 0 0		1858
623	*Holyhead, Penrhos-y-Fulew* - - N.S.	*b* 55 0 0		1844
	" - - "	15 6 3		1844
623	Holyhead Town - N.S. 5	993 12 0		1860
623	*Llanallgo* - - N.S.	75 0 0		1846
623	†Llanbadrig - Ch. of E. 5			
623	Llandeusant and Llanbabo - - N.S. 5	164 0 0		1849
621	†Llandegfan - - N.S. 5			
621	Llandysilio - - N.S. 6	149 0 0		1853
621	†Llanedwin, Duchess of Kent's - - N.S. 5			
623	†Llanerchymedd - N.S. 6			
623	Llanerchymedd - B.S. 5	857 0 0		1860
623	‡Llanfachreth - B.S. 6			
633	Llanfihangel-yn-howyn - - N.S. 5	136 8 0		1863
623	Llangefni - - B.S. 5	179 15 0		1852
	" - - "	14 0 0		1855
	" - - "	68 9 0		1858
623	Llangefni - - N.S. 5	279 10 0		1853
620	Llangeinwen - B.S.	180 0 0		1849
621	Llangristiolus - N.S. 5	50 0 0		1844
	" - - "	6 0 0		1856
623	Llanrhyddlad - B.S. 5	130 0 0		1846
	" - - "	80 0 0		1856
	ANGLESEA—*cont.*			
623	*Llanrhyddlad* - N.S.	203 0 0		1847
623	Llanvaelog - - N.S. 5	121 0 0		1849
621	Marian Glas - B.S.	165 0 0		1847
621	Penmon and Llangoed - - N.S. 5	133 0 0		1852
623	*Pensarn* - - N.S.	*40 0 0		1836
623	Rhosybol - - B.S. 5	200 0 0		1848
	" - - "	32 0 0		1858
621	Trevdraeth and Llangadwaladr - N.S. 5	505 0 0		1860
	BRECONSHIRE.			
584	Abercrave - - N.S. 10	144 10 0		1854
599	Abergwessin School 10	93 0 0		1851
	" " - -	6 10 0		1859
578B	†Beaufort (The) - B.S. 11			
578B	†Beaufort, Dr. Bevan's B.S 11*c*			
600	†Brecon - - P.U.			
600	*Brecon, St. David's* N.S.	*d* *73 0 0		1836
600	†Brecon, St. John's (Pendre) - - N.S. 10			
600	Brecon, St. Mary's - N.S. 10	214 10 0		1850
	" " - "	9 12 6		1860
601	Brynmaur - - B.S. 11	83 6 8		1856
600	Castle Madoc - B.S.	84 0 0		1854
600	†Cathedine - - N.S. 10			
582	†Cefn, Boys' and Girls' School - - B.S. 2			
601	†Crickhowel - N.S. 10			
587	‡Cwmtwrch - - N.S. *c*			
587	‡Cwmtwrch, Charity School. *c*			
600	Devynnock (Sir J. Davey's) Endowed School. 10	77 0 0		1840
	" - - "	23 6 8		1855
602	†Glasbury - - Par. 10			
602	Hay - - - N.S. 10	65 13 0		1855
600	Llandefaelog-fach - N.S. 10	25 0 0		1856
	" " -	116 0 0		1859
601	Llanelly - " - N.S. 10	*50 0 0		1860
	" - - "	6 0 0		1847
	" - - "	67 10 0		1857
	" - - "	18 13 6		1860
599	*Llanfihangel Nant Bran* - - N.S.	91 10 0		1863
600	Llanfrynach Ch. of E. 10	86 18 0		1856

a Repaid 19th February 1846.
b This school pulled down and proceeds of materials appropriated towards erecting Holyhead New Town School.
c Now merged into Beaufort B.S.
d School pulled down.
e No longer exists.

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	BRECONSHIRE—*cont.*		
599	†Llangamarch - N.S. 10*a*		
600	†Llangasty - - N.S. 10		
601	Llangenny - - N.S.	74 0 0	1848
601	†Llangynidr - Ch. S. 10		
602	*Llanigon* - - N.S.	*30 0 0	1838
600	Llanspythid - N.S. 10	74 5 0	1861
602	Llyswen - - N.S. 10	134 0 0	1859
602	†Talgarth - Ch. of E. 10		
602	Talgarth - - B.S. 11	170 0 0	1860
600	Talybont - - N.S. 10	189 7 6	1861
603	Trallong - - N.S. 10	183 12 0	1858
582	*Vaynor, Gamponty-stiecill* - N.S.	74 5 0	1863
584	*Ynisceedwyn (Iron Works School)* - -	250 0 0	1844
	" "	125 0 0	1844
584	Ystradgunlais" - N.S. 10	150 0 0	1862
584	†Ystradgynlais - B.S. 5		
	CAERMARTHENSHIRE.		
589	Abergwili - - N.S. 6	*80 0 0	1834
588	†Amman Iron Works B.S. 7		
588	Bettws - - N.S. 5	55 0 0	1845
	" - - "	28 0 0	1847
	‡Blaen-y-coed - B.S.		
586	†Bryn - - B.S. 8		
587	Capel Cynfal - N.S. 5	123 0 0	1849
594	†Capel Evan - B.S.		
589	Caermarthen, Lancasterian School - 7	465 0 0	1850
	" " - -	21 0 0	1854
	" " - -	140 0 0	1860
589	Caermarthen, St. David's, Practising School - -	727 0 0	1849
	" - - -	194 0 0	1858
588	†Cross Inn" - - B.S. 7		
588	†Cwmamman - N.S. 6		
588	†Cwmdu - - N.S. 6		
583	†Cwm Ivor - - B.S. 7		
590	†Cwmfelinboeth - N.S. 6		
586	†Dafen (Tin Plate Works) - - N.S. 5		
589	Ferryside, St. Thomas' - - Par. 6	404 0 0	1856
586	†Gwendraeth (Pont-y-berem) Iron Works 7		
587	†Gwynfe - - B.S. 7		
589	†Idole - - B.S.		
591	*Kenarth* - - B.S.	*32 0 0	1838
586	Kidwelly - - B.S. 11	297 0 0	1860
589	†Laugharne - - N.S. 6		
589	Llandarog - - N.S. 6	148 13 4	1853
	" - - "	50 0 0	1854
589	*Llandefeilog* - N.S.	225 19 6	1855
588	†Llandilo-faur - N.S. 5		
588	†Llandilo, Tabernacle B.S. 7		
587	Llandovery - - B.S. 7	332 0 0	1849
	" - - "	38 10 0	1858
587	Llandovery - - N.S. 5	300 0 0	1846
598	Llandybie - - N.S. 5	130 0 0	1849
588	†Llanegwad - - N.S. 6		
596	*Llanelly* - - N.S. 8	*113 0 0	1837
	" - - "	*87 0 0	1839
586	Llanelly, Boys and Girls - - B.S. 8	250 0 0	1854
	" " - - "	75 0 0	1857
594	Llanelly, Infants - B.S. 8	20 0 0	1852
	" " - - "	192 0 0	1855
	CAERMARTHENSHIRE—*cont.*		
586	†Llanelly (Copper Works) - - B.S.		
586	*Llanelly, Five Roads* B.S.	108 0 0	1863
586	†Llanelly, New Dock B.S. 8		
588	†Llanfihangel Aberbythic - - N.S. 5		
589	*Llanfihangel Uwch Gwili* - - N.S.	50 0 0	1848
587	Llangadock - - B.S. 7	73 10 0	1852
588	‡Llangathen - - N.S.		
594	*Langeler* - - N.S.	100 0 0	1850
589	†Llangendeirne - Par. 6		
586	Llangennech Ch. of E. 5	66 0 0	1851
	" - - "	10 0 0	1852
	" - - "	58 10 0	1859
589	Llanllwch - - N.S. 6	6 2 0	1859
586	Llannon - - N.S. 5	33 0 0	1858
589	*Llanpumpsaint Mixed School* - -	165 0 0	1863
587	†Llansadwrn - B.S. 7		
589	†Llanstephan - N.S. 6		
586	†Llwynhendy - B.S. 8		
587	†Mothfai - - N.S. 5		
589	*Mydrim* - - N.S.	15 0 0	1846
594	Newcastle Emlyn - N.S. 6	118 10 0	1850
	" " - "	70 0 0	1857
586	†Pembrey (Copper Works) - - B.S. 8		
587	†Rhandirmwyn - B.S.		
587	Rhandirmwyn - N.S. 5	209 19 0	1860
588	†Trap (Llandilo) - N.S. 5		
586	†Tycroes - - N.S. 11		
586	Velinfoel - - B.S.	27 5 0	1862
586	†Velinfoel, Trinity - N.S.		
589	†Whitemill - - B.S. 7		
	CAERNARVONSHIRE.		
619	*Abercerch* - - N.S.	*40 0 0	1836
621	*Bangor, Infants* - N.S.	*72 0 0	1836
621	†Bangor - - - N.S. 6		
621	Bangor (Garth Road) B.S.	500 0 0	1849
	" " - "	28 8 0	1854
	" " - "	6 10 0	1854
	" " - "	132 0 0	1858
	" " - "	55 0 0	1859
621	†Bangor - - R.C.		
621	*Bangor, St. Paul's* - Wes. 6	1,559 0 0	1859
618	Beddgelert - - B.S. 6	150 0 0	1851
	" - - "	16 10 0	1857
618	Beddgelert - - N.S. 6	360 0 0	1859
620	†Bethesda - - B.S. 5		
620	*Bettws Garmon* - N.S.	*b 30 0 0	1844
619	Bodfean - - N.S. 5	50 0 0	1844
621	†Bodfeirig - - N.S. 5		
620	Bontnewydd - N.S. 5	63 0 0	1845
	" - - "	84 0 0	1850
619	*Bottwnog* - - N.S.	66 0 0	1847
	" - - "	6 0 0	1847
620	Bronyfoel - - N.S. 6	472 10 0	1846
619	*Brynercoes and Rhyw* N.S.	*45 0 0	1837
	" " - "	29 7 8	1852
620	Caernarvon - - B.S. 6	1,680 0 0	1859
620	Caernarvon, Model School - Ch. of E. 5	*100 0 0	1837
	" " "	716 0 0	1844
	" " "	250 0 0	1848
	" " "	39 16 10	1859
620	Clynnog - - N.S. 5	163 0 0	1850
622	Colwyn - - N.S. 2	100 0 0	1849

a Inspection withdrawn.

b Not now in existence.

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	CAERNARVONSHIRE—*cont.*					
622	Conway	N.S. 5	*108	0	0	1840
	"	"	54	0	0	1852
620	Deiniolen	B.S. 6	741	0	0	1856
620	†Dinorwic	B.S. 6				
620	†Dolbadarn	B.S. 6				
622	Dwygyfylchi	N.S. 5	190	0	0	1848
619	Edern	N.S. 6	90	0	0	1847
622	†Eglwys Rhos	N.S. 6				
621	Glan-Ogwen	N.S. 5	208	5	0	1853
622	*Llanbedr and Caerhun*	N.S.	*47	0	0	1835
621	†Llandegai	N.S. 7				
620	Llandinorwig	N.S.	633	0	0	1856
622	Llandudno	N.S. 2	120	0	0	1846
	"	"	175	0	0	1855
620	Llandwrog	N.S. 5	199	15	0	1854
619	Llanengan	B.S. 6	191	0	0	1848
	"	"	44	12	0	1858
619	Llanengan	N.S.	118	0	0	1846
	"	"	39	0	0	1847
620	Llanfair-is-Gaer	N.S. 6	75	0	0	1845
	"	"	112	0	0	1861
621	Llanfair Vechan	N.S. 5	180	0	0	1850
622	Llangelynin Gyffin	N.S. 5	80	0	0	1844
619	*Llangwnadl*	N.S.	149	10	0	1859
619	Llaniestyn	N.S. 5	40	0	0	1843
	"	"	17	0	0	1844
	"	"	25	0	0	1858
621	†Llanllechid	B.S. 5				
621	Llanllechid	N.S. 6	101	0	0	1848
	"	"	46	13	4	1855
620	*Llanllyfni*	B.S. 5	288	17	6	1863
619	Llannor	N.S. 7	44	0	0	1855
620	†Llanrug	N.S. 7				
619	Llanystymdwy	N.S. 5	91	7	6	1853
	"	"	60	2	6	1862
620	Nant Peris	B.S. 6	220	10	0	1857
619	*Nevyn*	N.S.	*62	0	0	1840
	"	"	25	0	0	1844
619	Nevyn	B.S.	670	4	0	1862
620	Pantglas	N.S. 7	355	0	0	1859
614	Penmachno	N.S. 6	282	0	0	1858
589	*Pen-y-graig*	B.S.	11	10	7	1863
618	Portmadoc	N.S. 6	624	0	0	1857
619	Pwllheli	N.S. 5	200	0	0	1844
	"	"	70	0	0	1849
	"	"	6	0	0	1856
619	Pwllheli, Trod-yr-Allt Free	B.S. 6	707	0	0	1859
622	Roe Wen	B.S. 5	200	0	0	1849
620	†Talysarn	B.S. 5				
618	Tre and Port Madoc	B.S. 6	*60	0	0	1840
	"	"	53	10	0	1840
619	†Tydweilog	N.S.				
620	*Twthill*	N.S.	200	0	0	1848
	"	"	6	0	0	1852
621	†Tyntur	N.S. 5				
621	Ynynol	N.S. 6	373	10	0	1860
620	*Waenfawr*	N.S. 5	*93	0	0	1838
620	†Waenfawr	B.S. 5				
	CARDIGANSHIRE.					
596	Aberaron	N.S. 7	266	0	0	1849
594	Aberbank	N.S. 7	157	0	0	1849
593	Aberporth	N.S. 8	78	10	0	1853
	"	"	8	10	0	1858
597	†Aberystwith	N.S. 7				
597	Bangor Chapel	N.S. 7	130	15	0	1854

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	CARDIGANSHIRE—*cont.*					
597	*Borth*	N.S.	100	0	0	1842
593	†Cardigan	B.S. 7				
593	Cardigan, St. Mary's	N.S. 7	322	0	0	1849
	"	"	12	10	6	1861
596	*Henfynyw*	N.S.	*13	0	0	1836
595	Lampeter, Pont Stephen	N.S.	119	5	0	1850
	"	"	83	19	0	1858
596	Llanarth and Llanina	N.S. 7	306	0	0	1861
597	Llancynfelin	Ch. of E.	174	4	0	1858
596	Llanddewi Aberarth	N.S. 7	*40	0	0	1840
593	†Llandygwydd	N.S. 7				
594	*Llandyssil*	B.S.	78	0	0	1850
594	Llandyssil	N.S. 7	112	10	0	1852
	"	"	25	0	0	1852
598	*Llangeitho*	N.S.	82	0	0	1847
594	*Llangranog*	N.S.	52	10	0	1846
	"	"	15	0	0	1847
593	Llangoodmore	Ch. of E. 7	84	10	0	1849
	"	"	59	10	0	1849
596	Llanllwchairn	N.S.	*40	0	0	1835
596	†Llannon	B.S. 7				
597	†Llanrhystydd	B.S.				
597	†Llanychairn, Chancery	Ch. of E.				
596	Llwyndafydd	B.S. 7	153	0	0	1855
597	†Llwyny-Groes	B.S. 7				
	†Newgate	B.S. 7				
596	†New Quay	B.S. 7				
594	*Penbryn*	Ch. of E.	106	0	0	1859
597	†Penllwyn	B.S. 7				
597	Pen-y-parke	N.S. 7	224	0	0	1847
	"	"	12	19	7	1854
597	†Ponterwyd	B.S. 7				
598	†Pontrhydfendigaid	B.S. 7				
597	†Talybont	B.S. 7				
598	†Tregaron	B.S. 7				
	DENBIGHSHIRE.					
613	Abergele	N.S.	*70	0	0	1838
611	†Berse Drelincourt	N.S.				
611	*Bersham*	N.S.	76	10	0	1856
613	*Bettws-in-Rhos*	Ch. of E.	257	0	0	1862
614	Blaenau Llangernyn	B.S. 5	200	0	0	1849
	"	"	43	13	6	1858
611	Brymbo and Broughton	B.S.	1,072	0	0	1861
611	Brymbo	N.S. 3	373	0	0	1852
614	†Capel Garmon	N.S.				
613	†Cefn Meriadog	N.S. 4				
361	†Chirk	B.S. 11				
361	Chirk	N.S. 3	100	0	0	1844
	"	"	11	0	0	1845
613	Denbigh	N.S. 4	392	0	0	1848
	"	"	10	18	4	1857
613	Denbigh	B.S. 4	400	0	0	1846
	"	"	12	0	0	1851
	"	"	24	0	0	1854
614	Eglwysfach	N.S. 4	*75	0	0	1838
611	Gresford	N.S. 3	*100	0	0	1838
611	Gwersyllt	N.S. 3	87	0	0	1852
	"	"	641	2	1	1858
612	*Gyffylliog*	N.S.	180	0	0	1859
613	†Henllan	N.S. 4				
615	Llanarmon Dyffrin Ceiriog	N.S.	20	0	0	1844
615	†Llanarmon-in-Yale	N.S. 4				

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	DENBIGHSHIRE—*cont.*		
613	†Llanddulas - - N.S.		
612	Llandyrnog - - N.S. 4	*50 0 0	1838
	" - -	132 0 0	1855
612	*Llanelidan* - - N.S.	70 0 0	1846
	" - - "	8 10 0	1859
613	Llanfair Talhaiarn - N.S. 4	*50 0 0	1836
	" " - "	35 0 0	1850
612	Llanferres - - N.S. 4	55 0 0	1847
	" - -	40 0 0	1856
609	†Llangedwin - - N.S. 3		
614	†Llangerniew - Par. 4		
615	Llangollen - - B.S.	275 0 0	1848
	" - - "	8 16 0	1854
	" - - "	21 13 0	1858
615	Llangollen - - N.S. 3	103 0 0	1842
	" - - "	18 0 0	1852
615	†Llangollen Infant S.		
613	†Llannefydd - - B.S.		
612	†Llanrhaiadr-yng-hghin-meirch - N.S. 4		
609	†Llanrhaidr-yn-Mochnant - - B.S.		
609	Llanrhaidr-yn-Mochnant - - N.S. 3	352 0 0	1859
614	Llanrwst - B.S. 5	227 14 0	1847
614	Llanrwst - - N.S. 4	206 0 0	1847
	" - - "	17 0 0	1856
622	Llansaintfraid Glan Conway, or Bryn-rhys - - N.S. 4	*50 0 0	1835
	" "	*468 0 0	1857
615	Llansaintfraid Glyn Ceiriog - - N.S.	*64 0 0	1839
	" " "	83 0 0	1859
613	Llansannan - N.S.	260 0 0	1858
615	Llantysilio - - Par. 3	258 0 0	1860
611	Minera - - N.S. 3	373 0 0	1852
612	Nantglyn - - N.S. 4	227 0 0	1859
611	Rhos-Llanerchrugog N.S. 3	200 0 0	1844
	" " - "	66 0 0	1846
	" - "	79 0 0	1856
611	†Rhos-y-medre - N.S. 3		
611	Ruabon - - N.S. 3	366 0 0	1848
	" - - "	121 0 0	1856
	" - - "	30 2 9	1856
	" - - "	22 10 0	1860
612	Ruthin - B.S. 4	618 0 0	1848
	" - -	74 2 9	1856
612	Ruthin - - N.S. 4	361 0 0	1849
	" - - "	47 18 0	1855
	" - - "	9 5 0	1860
613	Trefnant, Trinity - N.S. 4	233 0 0	1861
611	Wrexham - - N.S. 3	*125 0 0	1838
	" - - "	14 0 0	1841
	" - - "	150 0 0	1850
	" - - "	10 12 6	1854
611	†Wrexham, Brook Street - - B.S.		
611	*Wrexham, Chester Street* - - B.S.	150 0 0	1841
614	Yspytty - - N.S. 4	216 0 0	1858
	FLINTSHIRE.		
613	Asaph, St. - - N.S. 1	15 0 0	1856
613	†Asaph, St. (Girls) - N.S. 1		
613	†Asaph, St. - - R.C. 6		
610	Bagillt - - N.S. 1	150 0 0	1841
	" - - "	30 0 0	1844
610	Bistre-in-Mold - N.S. 2	100 0 0	1842
	" -	36 10 0	1860
613	†Bodelwyddan - N.S. 2		
613	Bodvari - - N.S. 3	360 0 0	1861
459	†Broughton - - N.S.		
610	Brynford - - N.S. 2	198 8 6	1853
610	†Buckley, Lane Endowed - - N.S. 1		
610	Buckley, St. Matthew's - - N.S. 1	411 4 0	1849
	"	222 0 0	1857
610	Cilcain - - N.S. 2	65 0 0	1843
613	†Dyserth - - N.S. 2		
610	Flint - - N.S. 1	20 0 0	1844
	" - - "	38 0 0	1855
	" - - "	1,048 4 0	1859
610	†Flint - - R.C. 4		
610	*Gorsedd* - - N.S. 2	82 17 6	1854
610	Gwernafield - - N.S. 1	*100 0 0	1838
	" - - "	30 0 0	1850
	" - - "	300 0 0	1858
	" - - "	144 10 0	1858
610	†Halkyn - - Ch. of E. 2		
459	†Hawarden (Boys) Ch. of E. 2		
459	†Hawarden (Girls) "		
459	Hawarden, Saint John's - - N.S. 2	*125 0 0	1838
610	Holywell - - N.S. 1	83 0 0	1855
610	†Holywell - - P.U.		
610	†Holywell, St. Winifred's - - R.C. 4		
610	*Leeswood Dist.* Ch. of E.	405 0 0	1859
610	Lixwm - - B.S.	204 0 0	1849
	" - - "	37 6 8	1856
610	Llanasa - - Par. 2	390 0 0	1859
613	Meliden - - N.S. 1	200 0 0	1843
	" - - "	55 0 0	1856
610	Mold - - N.S. 1	452 10 0	1850
	" - - "	18 15 0	1856
	" - - "	9 0 0	1857
610	Mold - - B.S. 4	180 0 0	1846
	" - - "	105 0 0	1856
610	Mostyn - - N.S.	250 0 0	1847
610	†Newmarket - - Par. 1		
610	†Northop - - N.S. 1		
610	†Pantasaph - - R.C.		
610	Pont-Bleiddyn - N.S. 2	*a* *75 0 0	1836
613	†Prestatyn - - N.S. 2		
	†Redbrook, Village School.		
610	Rhosemor - - N.S. 1	305 0 0	1859
613	Rhuddlan, Boys - N.S. 1	18 0 0	1856
613	†Rhuddlan, Girls - Par. 1		
613	Rhyl - - N.S. 2	51 0 0	1842
	" - - "	501 0 0	1858
613	†Rhyl - - R.C. 4		
610	Talacre - - R.C. 4	670 0 0	1859
611	†Threapwood - N.S. 2		
613	†Tremeirchion - N.S. 2		
611	Trenddyn - - N.S. 2	70 0 0	1844
	" - - "	24 15 0	1860
610	Wepre, St. Mark's (Northop) - N.S. 2	*100 0 0	1837
	" " - "	50 0 0	1846
	" " - "	7 0 0	1855
610	†Whitford - - N.S. 1		
610	Ysceifiog - - N.S. 1	120 15 0	1852

a School pulled down, and proceeds of materials appropriated towards erecting a new school at Leeswood.

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	GLAMORGANSHIRE.					
584	Aberavon	N.S. 3	172	10	0	1854
582	Aberdare	B.S. 2	350	0	0	1859
582	†Aberdare	Wes. 2				
582	Aberdare, Town	N.S. 2	285	15	0	1851
582	†Abernant	B.S. 2				
584	†Bagland	N.S. 1				
583	*Bettws*	N.S.	71	0	0	1850
585	†*Bishopston and Pennard*	N.S.	216	0	0	1851
585	†Black Pill, Infants	B.S. 5				
583	Bride, St., Major	N.S. 2	*30	0	0	1840
	" "	"	27	0	0	1845
583	Bridgend "	N.S. 2	582	0	0	1862
583	†Bridgend	Wes. 5				
584	Briton Ferry	N.S. 3	434	0	0	1858
583	*Bryncethin*	N.S.	233	0	0	1860
584	Bryncock	N.S. 3	173	0	0	1858
	" "	"	85	0	0	1860
584	Cadoxton-juxta-Neath	N.S. 2	152	0	0	1849
	" " "	"	201	0	0	1852
	" " "	"	57	0	0	1859
581	*Cadoxton, Merthyrdovan*	N.S.	56	0	0	1847
	Cadoxton, Neath, Higher	N.S.	*See* Neath.			
581	Canton	N.S. 2	270	0	0	1858
581	†Cardiff, Bute Docks	B.S.				
581	†Cardiff	Wes. 6				
581	Cardiff	R.C. 6	720	0	0	1856
581	†Cardiff, Ragged and Industrial School.					
581	†Cardiff, St. John's	N.S. 3				
581	Cardiff, St. Mary's	N.S. 3	380	0	0	1848
	" " "	"	36	0	0	1849
	" " "	"	40	0	0	1849
	" " "	"	260	0	0	1861
582	†Clydach	B.S. 5				
583	Cowbridge and Llanbethian	N.S. 4	*45	0	0	1839
	" "	"	12	15	0	1855
583	*Coychurch* "	N.S.	*20	0	0	1837
	" "	"	27	10	0	1851
584	*Crynant*	N.S.	228	0	0	1858
584	†Cwm	B.S. 5				
582	†Cwmamman	B.S. 2				
584	†Cwm Avon Works	N.S. 1				
582	Cwmbach	N.S. 3	200	0	0	1850
584	†Cwmllynfell	B.S. 5				
582	†Cyfarthfa, Girls'	B.S. 2				
582	Cyfarthfa	N.S. 2	46	0	0	1855
582	‡Cyfarthfa, George Town	N.S.				
581	Cymmer	N.S. 3	403	0	0	1858
	" "	"	37	10	0	1863
581	†Dinas Colliery	B.S. 2				
582	†Dowlais Schools	8				
582	Dowlais, St. Mary's	R.C. 6	298	0	0	1861
582	Duffryn School	652	0	0	1857	
584	*Duffryn*	B.S. 2	600	0	0	1862
581	†Fagan's, St., Castle, Lady Clive's	N.S. 4				
581	Fagan's, St., Dist.	N.S. 3	713	0	0	1858
582	†Gellifaelog	B.S. 8				
582	†Gelligaled	B.S. 2				
582	†Gellygaer, Endowed School	3				
582	*Gellygaer, Fochriew*	N.S.	87	10	0	1863
584	*Giant's Grave*	B.S.	96	0	0	1842
585A	†Glais	N.S. 1				
	†Glamorganshire Reformatory.					
581	Glyntaff (Mixed)	N.S. 3	180	0	0	1856
	" (Infants)	"	110	5	0	1862
581	Grange Town	N.S. 4	233	2	6	1861
585	†Hafod Copper Works School	5				
582	†Hirwain	B.S. 2				
584	†Kilvey Copper Works School	5				
581	Llandaff	N.S. 3	29	0	0	1856
	" "	"	233	10	0	1862
581	Llandaff, Maendu Ch. of E.	3	314	0	0	1860
585A	Llandeilo Talybont, or Pontarddulais	N.S. 1	128	0	0	1846
	" " "	"	10	0	0	1851
	" " "	"	9	0	0	1856
	" " "	"	3	7	6	1856
	" " "	"	57	0	0	1859
582	Llanfabon	N.S. 3	238	0	0	1850
583	*Llangyfelach*	N.S.	35	0	0	1846
	" "	"	3	0	0	1846
	" "	"	10	0	0	1847
584	†Llansamlet	B.S. 5				
581	Llantrisant	N.S. 2	93	2	6	1862
581	†Llantwit, Major	N.S.				
582	Llanwonno	N.S. 3	293	4	0	1856
582	†Llwydcoed	B.S. 2				
586	Loughor	Par. 2	169	18	0	1854
	" "	"	82	10	0	1862
583	†Maesteg	B.S. 5				
583	†Maesteg, Llynvi Iron Works School	5				
583	†Maesteg, or Llangoyndd (Spelter Works)	B.S.				
582	Merthyr Tydvil, St. David's	N.S. 2	300	0	0	1849
	" " "	"	108	15	2	1852
	" " "	"	25	0	0	1858
585	*Morriston*	B.S.	*150	0	0	1837
585B	Mumbles	B.S. 5	*30	0	0	1839
581	*Nantgarw*	N.S.	75	0	0	1846
584	Neath, Alderman Davies' Charity	2	1,150	0	0	1858
584	Neath Abbey	B.S. 5	140	0	0	1861
584	Neath, Higher	N.S. 1	418	16	0	1861
584	Neath, School Society's	B.S. 5	635	0	0	1858
583	Newton Nottage	N.S.	96	0	0	1848
581	†Nicholas, St.	N.S.				
581	*Penarth*	N.S. 4	237	18	0	1863
585B	*Penclawdd*	N.S.	58	0	0	1843
585B	†Penclawdd	B.S. 5				
581	Penmark	N.S. 3	70	0	0	1847
584	†Pentrechwyth, Infant School	5				
581	*Pentyrch*	N.S.	*32	0	0	1836
582	‡Pen-y-darran Iron Company's	Ch. of E.				
584	Pontardawe	N.S. 3	432	0	0	1857
582	†Pontypridd	Wes. 2				
582	†Porth	B.S. 2				
583	†Pyle, Bryndu Colliery School	2				
584	‡Resolven, Village School.					

No° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.		Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	GLAMORGANSHIRE—*cont.*			
581	*Ruddry*	N.S.	25 0 0	1843
	"	"	15 0 0	1844
585	†Sketty, St. Paul's	N.S. 1		
585	†Sketty, Infants	B.S. 5		
584	†Skewen	N.S. 3		
585	Swansea	Ch. of E. 2	1,143 0 0	1848
	"	"	5 12 0	1849
	"	"	6 4 0	1850
585	Swansea, (Goat Street), Boys	B.S. 5	203 8 0	1854
585	Swansea, (Queen Street), Girls	B.S.	170 13 4	1858
585	Swansea, St. David's	R.C. 7	200 0 0	1862
585	Swansea, St. Peter's	N.S. 2	363 12 0	1858
585	Swansea (South)	N.S. 2	714 8 0	1861
585	†Swansea, Upper	N.S. 5		
583	†Tondû Iron Works	B.S. 5		
582	†Treherbert	B.S. 2		
582	†Tydvils Well	B.S. 2		
581	Whitchurch	Ch. of E. 3	498 16 3	1861
583	*Wick*	N.S.	20 0 0	1848
584	†Ystalyfera	N.S. 3		
582	Ystradyfodwy (Treherbert)	N.S. 3	494 8 0	1861
	MERIONETHSHIRE.			
606	†Aberdovey School	8		
617	†Aberllefenny	B.S. 4		
616	Bala	B.S. 4	511 4 0	1850
616	†Bala	N.S. 8		
617	Barmouth	N.S. 8	*100 0 0	1842
	"	"	10 0 0	1854
606	Bryncrug	B.S.	108 0 0	1846
615	†Corwen	N.S. 8		
615	Corwen	B.S.	404 0 0	1857
615	†Cynwyd	N.S. 8		
617	†Dolgelly	B.S. 4		
617	Dolgelly	N.S. 8	277 0 0	1847
617	†Dolmelynllyn	Sch. 8		
617	Dyffryn	B.S. 4	199 6 0	1861
618	†Festiniog	B.S. 6		
618	Festiniog, Slate Quarries	B.S. 6	125 0 0	1850
	" "	"	37 0 0	1857
618	Festiniog and Maentwrog	N.S. 3	38 17 3	1855
616	*Glanrafon*	B.S.	80 0 0	1849
615	Glyndifydwy, Mixed and Infants	B.S.	35 0 0	1843
	"	"	210 0 0	1862
618	†Harlech, Charity	Ch. of E.		
616	†Llandderfel	B.S. 4		
615	*Llandrillo*	B.S.	150 0 0	1849
	"	"	27 13 4	1858
617	†Llanelltyd	Ch. of E. 8		
617	*Llanenddwyn*	N.S.	*45 0 0	1836
616	*Llanfaur*	N.S. 8	*50 0 0	1836
618	Llanfrothen	N.S.	243 0 0	1858
615	†Llansantffraid (near Corwen)	N.S. 8		
617	Llangelynin Arthog	N.S. 8	50 0 0	1846
615	*Llansaintfraid, Glyndyfrdwy*	N.S.	278 0 0	1859
617	*Mallwyd*	N.S.	130 0 0	1860
618	Penrhyn-den-Draeth	B.S. 6	309 0 0	1855
606	Pennal and Towyn	B.S. 4	90 0 0	1849
618	Talsarnau	B.S. 6	282 0 0	1861
597	*Talybont*	B.S.	73 0 0	1841
	MERIONETHSHIRE—*cont.*			
606	Towyn	B.S. 4	335 14 0	1863
606	†Towyn	N.S. 7		
618	Trawsfynydd	N.S. 8	25 0 0	1844
	"	"	45 0 0	1852
	MONTGOMERYSHIRE.			
606	†Aberhosan	B.S. 4		
609	†Audlyn	Par. 11		
608	†Berriew, Endowed	N.S. 10		
608	*Buttington*	N.S.	*33 0 0	1838
609	Bwlch-y-Cibans	N.S.	122 8 0	1855
607	Carno	B.S.	36 0 0	1852
608	†Castle Caereinion	N.S. 10		
606	Cemmes	B.S.	17 18 0	1856
609	Churchstoke	N.S. 10	150 0 0	1848
	"	"	46 5 8	1854
606	*Darowen*	N.S.	60 0 0	1841
606	Dylife	N.S.	128 0 0	1859
608	Forden	N.S. 9	105 0 0	1849
609	†Garthbeibio	N.S. 10		
608	*Guilsfield Pool Quay*	Ch. of E.	212 0 0	1862
606	†Llanbrynmair	B.S.		
606	Llanbrynmair	N.S. 10	150 0 0	1857
609	†Llandrinio	Par. 10		
609	*Llandysilio*	N.S.	*30 0 0	1835
608	†Llandyssil	N.S. 10		
609	Llanfair Caereinion	N.S. 10	100 0 0	1852
	" "	"	18 12 0	1863
609	Llanfair Caereinion	B.S. 1	183 0 0	1850
609	†Llanfechan	N.S. 10		
609	Llanfyllin	N.S. 10	70 0 0	1843
609	Llanfyllin	B.S. 1	219 0 0	1854
	"	"	29 2 8	1860
607	Llanidloes	N.S. 10	240 0 0	1845
	"	"	13 0 0	1850
	"	"	34 5 0	1852
607	†Llanllwchairn	N.S. 10		
607	Llanwnog	N.S. 10	72 0 0	1853
606	†Llanwrin	N.S. 10		
607	Llanwyddelan	N.S.	87 4 0	1856
606	Machynlleth	N.S. 10	39 9 0	1849
	"	"	16 0 0	1854
	"	"	36 0 0	1859
609	†Meifod	N.S. 10		
607	Newtown	N.S. 10	300 0 0	1847
	"	"	84 8 0	1854
607	Newtown	B.S. 1	210 0 0	1847
	"	"	60 0 0	1856
609	Penybontfawr	N.S. 11	*274 0 0	1859
608	†Pool Quay	N.S. 11		
607	†Sarn	Ch. of E. 11		
608	†Trelystan School.			
608	Welshpool, Boys and Girls	N.S. 10	100 0 0	1855
608	Welshpool, Infants	N.S.	115 0 0	1851
608	*Welshpool, The Belan*	N.S.	60 0 0	1842
	PEMBROKESHIRE.			
590	*Amroth*	N.S.	210 3 4	1860
591	†Burton	N.S.*a*		
592	†Brawdy	N.S. 6		
593	Cilgerran	N.S. 6	90 0 0	1844
	"	"	45 15 0	1859
591	Cosheston and Nash	N.S. 7	285 3 0	1859
592	Fishguard	N.S. 6	219 0 0	1850
591	*Florence (St.)*	N.S.	160 0 0	1859
592	Haverfordwest	N.S. 6	829 13 11½	1850
593	Haverfordwest	B.S. 7	*125 0 0	1838

a Inspection discontinued.

N° of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
	PEMBROKESHIRE—*cont.*		
592	†Haverfordwest, Girls B.S. 7		
592	Hubberstone - N.S. 7	284 0 0	1856
590	*Jeffreston* - N.S.	42 0 0	1844
592	*Johnstone* - N.S.	*17 0 0	1837
590	†Lampeter Velfrey - N.S. 10		
592	Letterston - N.S.	81 0 0	1853
592	Llandeloy - N.S.	227 0 0	1850
	" - "	100 0 0	1851
590	†Llandewi Velfry - N.S. 11		
592	*Llanrhian* - N.S.	116 13 4	1853
591	†Llanstadwell, Endowed School.		
590	*Llawhaden* - N.S.	37 10 0	1847
	" - "	8 8 8	1860
593	*Maner Divy* - N.S.	*42 0 0	1835
590	*Martletwy* - N.S.	129 10 0	1854
592	†Milford Haven, Endowed Church S. - 6		
590	†Narberth - N.S. 6		
590	Narberth - B.S.	*40 0 0	1839
591	†Pembroke - N.S. 6		
591	†Pembroke - B.S. 7		
591	Pembroke Dock - N.S. 6	250 0 0	1844
	" " - "	200 0 0	1848
	" " - "	12 0 0	1855
591	Pembroke Dock - B.S. 7	320 0 0	1840
	" " - "	31 0 0	1855
592	Puncheston - N.S. 7	269 0 0	1855
590	*Reynalton* - B.S.	*30 0 0	1836
591	Rhydberth - N.S. 6	70 0 0	1853
	" - "	6 0 0	1855
592	*Rock* - N.S.	86 15 0	1855
592	Rudbaxton - N.S. 6	58 0 0	1846
592	Solva - N.S.	*75 0 0	1838
592	Spittal - N.S. 7	210 0 0	1857
591	†Stackpole - N.S. 6		
	PEMBROKESHIRE—*cont.*		
592	Tancredston - N.S.	81 0 0	1863
590	Tavernspite - N.S. 10	171 0 0	1846
590	*Templeton* - B.S.	*25 0 0	1836
591	Tenby - N.S. 6	90 0 0	1840
	" - "	60 0 0	1845
	" - "	20 0 0	1846
591	†Tenby, Infant - N.S. 6		
591	Tenby, New Hedges Ch. of E.	119 0 0	1853
592	†Trevine District - B.S. 7		
592	Uzmaston-cum-Boulston - N.S. 6	147 0 0	1848
	" - "	20 0 0	1848
592	*Walton, West, and Talbenny* - N.S.	109 10 0	1851
591	†Warren, Agricultural School - 6		
592	†Wiston - N.S. 7		
592	Wolfscastle - B.S.	*175 0 0	1836
592	†Zion Hill - B.S.		
	RADNORSHIRE.		
605	†Abbey-cwm-hir - N.S. 5		
602	Boughrood - N.S. 5	74 0 0	1851
603	*Cascob* - N.S.	134 0 0	1859
602	Clyro - N.S. 5	276 0 0	1860
604	†Heyop - Par.		
604	†Knighton - N.S. 5		
605	Llanbadarnfawr - N.S. 5	202 0 0	1858
604	*Llananno-with-Llanbadarn Fynydd-Glan Ithon* Ch. of E.	202 10 0	1862
605	Nantmel - N.S. 5	156 0 0	1856
603	†Radnor, New - N.S.		
603	*Radnor, Old* - N.S.	220 0 0	1850

SCOTLAND.

NOTE.—G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
ABERDEENSHIRE.		
Aberdeen, Bon Accord F.C.	*250 0 0	1838
†Aberdeen, Dr. Bell's Day and Evening Undl.		
†Aberdeen (Dr. Brown's), Skene Square Ch. of S.		
†Aberdeen, Davidson's -		
†Aberdeen, East Parish F.C.		
ABERDEENSHIRE—*cont.*		
Aberdeen, East Parish Sess.	*400 0 0	1840
" " - "	54 0 0	1858
Aberdeen Educational Society's - G.A.	165 0 0	1841
†Aberdeen Female Orphan Asylum - G.A.		
†Aberdeen, Granton Lodge.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
ABERDEENSHIRE—*cont.*				
Aberdeen Grey Friars F.C.	500	0	0	1841
†Aberdeen, Guestrow Reformatory.				
Aberdeen (John Knox's) Boys - - - Sess.	*100	0	0	1835
Aberdeen (John Knox's) Females - - Sess.	*98	5	0	1836
†Aberdeen (John Knox's) F.C.				
Aberdeen, North Parish Sess.	*300	0	0	1840
†Aberdeen, North Parish F.C.				
‡Aberdeen, Old Mill Reformatory - - Par.				
†Aberdeen, South Parish F.C.				
Aberdeen, South Parish, Trinity - - Sess.	*220	0	0	1837
Aberdeen, West Parish Sess.	266	0	0	1850
†Aberdeen, St. Andrew's Epis.				
†Aberdeen, St. Andrew's, Female (late St. John's) - - Epis.				
†Aberdeen, St. John's - Epis.				
†Aberdeen, St. Peter's - R.C. *a*				
†Aberdeen, Shaw's Court, Female Industrial - - Undl.				
†Aberdeen, Sheriff Watson's Female Industrial - - - F.C.				
Aberdeen (Sugar House Lane) Reformatory - -	204	0	0	1852
†Aberdeen, Trades Undl.				
Aberdeen, Union Parish - - F.C.	295	0	0	1841
Aberdour - - F.C.	105	0	0	1850
†Aboyne - - - Par.				
†Alford, Female Estab. Ch.				
†Alford - - - Par.				
†Auchindoir, Second - Par.				
†Aucterless, Badenscoth Ch. of S.	285	5	0	1863
‡Ballogie, Female - Par.				
†Banchory Davenick - F.C.				
†Belhelvie - - - Par.				
†Birse - - - - Par.				
Bonny Kelly District School - - -	148	0	0	1860
‡Braemar, Inverey - R.C.				
‡Braemar, Achendryne R.C.				
†Bridge of Don Subn. G.A.				
†Broadsee - - G.A.				
Burnhaven - - G.A.	127	10	8	1857
Byth, New - Estab. Ch.	277	19	0	1862
†Castleton of Braemar Society's.				
†Cluny - - - Par.				
†Coldstone - - Par.				
†Corsindae, Female.				
†Coull - - - Par.				
Cruden - - - F.C.	57	0	0	1850
Cruden (The Erroll) Epis.	*90	0	0	1838
†Cullerley District Sch. Undl.				
‡Cuminestown - Epis.				
†Daviot - - - Par.				
Deer, Old - Estab. Ch.	200	0	0	1861
†Deer, Old, Bulwark, Girls.				
†Deer - - Epis.				
†Deer - - - Par.				
Deer, Old - - F.C.	109	11	5	1848

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £	s.	d.	Date of Payment.
ABERDEENSHIRE—*cont.*				
†Echt Female School.				
Ellon - - - F.C.	162	0	0	1849
†Ellon - - - Par.				
‡Ellon - - - Epis.				
Fintry - - Estab. Ch.	123	0	0	1862
‡Forgue - - Epis.				
†Forgue (Drumdollo) - F.C.				
†Forgue - - - Par.				
Forgue-Side - Estab. Ch.	117	0	0	1849
†Fraserburgh, Female Industrial.				
†Fraserburgh - - Par.				
Fraserburgh - - F.C.	492	0	0	1853
Fraserburgh, St. Peter's Epis.	758	0	0	1861
Fraserburgh, Techmury Ch. of S.	180	0	0	1863
†Fyvie - - - Par.				
‡Fyvie, All Saints' Epis.				
†Fyvie, Female - Undl.				
‡Gariochsford - - F.C.				
Garmond School - -	60	0	0	1860
†Gartley, Congregational F.C.				
†Gartley - - - Par.				
†Gilcomston - - F.C.				
†Glenfoudland - - G.A.				
†Huntly, Congregational F.C.				
†Huntly - - - Par.				
†Huntly, Second - Par.				
‡Huntly - - - R.C.				
†Huntly-Gordon Indust. F.C.				
Insch - - - F.C.	73	0	0	1858
" - - - "	9	4	6	1859
†Insch - - - Par.				
Inverury - - F.C.	120	0	0	1851
†Inverury - - Par.				
†Inverury, St. Mary's Epis.				
†Krig - - - Par.				
‡Kemnay - - - Par.				
†Kincardine O'Neill - F.C.				
†Kincardine O'Neill - Par.				
†Kinellar - - Parish S.				
†King Edward - - Par.				
Kingswells - - F.C.	334	0	0	1860
Kintore - - - F.C.	75	0	0	1851
†Kintore - - - Par.				
Largie, (Insch.) - F.C.	192	0	0	1862
†Leslie - - - Par.				
†Lesmore - - G.A.				
Leylodge - - G.A.	210	0	0	1856
†Logie - - - Epis.				
†Loughill - - G.A.				
‡Lyne of Skene - - F.C.				
‡Machar (New) - - Par.				
†Meiklefolla - Epis.				
Meldrum, Old - - F.C.	123	0	0	1848
Methlick, Female Estab. Ch.	132	0	0	1862
‡Midmar - - - Par.				
†Migvie - - - G.A.				
†Mindurno - Undl.				
†Monquhitter - - F.C.				
Newhills, Congregational - - F.C.	6	12	6	1860
†Newseat, Female.				
†Oyne - - - Par.				
†Peterculter - - Par.				
Peterhead, Academy - Par.	*650	0	0	1840
" " - -	140	0	0	1840
Peterhead Seminary - F.C.	219	15	0	1850
†Peterhead (Girls) - F.C.				

a Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ABERDEENSHIRE—*cont.*		
Peterhead, East Parish G.A.	300 0 0	1840
†Peterhead, Female - Par.		
†Peterhead, St. Peter's Epis.		
Peterhead Union Industrial - Undl.	120 0 0	1858
†Pitsligo - - - Par.		
†Pitsligo, New - - Par.		
Pitsligo, New, St. John's Epis.	762 12 0	1858
†Pitsligo, New, Female School.		
Port Elphinstone, Sub. F.C.	103 10 0	1840
Rathen - - - G.A.	108 10 0	1841
‡Rayne, Old, Female - G.A.		
†Rhynie - - - F.C.		
†Rhynie, Girls' School.		
†Rhynie - - - Par.		
Savoch - - - G.A.	113 0 0	1857
Skene - - - F.C.	130 10 0	1852
†Strichen - - Par.		
†Strichen, Female - G.A.		
‡Tarves - - - Par.		
Tarves, Female Estab. Ch.	132 0 0	1862
†Teclmuiry, Second - Par.		
†Tillymorgan - Epis.		
†Tornaveen - - Par.		
†Torphins - - Par.		
Tullynessle - Ch. of S.	148 0 0	1858
†Tullynessle - - Par.		
†Turriff, Female.		
†Turriff - - - Par.		
Udney - - - F.C.	81 0 0	1850
" - - - "	16 7 0	1862
†Udney, Female - G.A.		
†Waterton of Echt - Par.		
†Whiterashes - Epis.		
†Whitestripes - - G.A.		
Woodside - - F.C.	*150 0 0	1837
" - - "	14 0 0	1855
" - - "	26 13 4	1859
ARGYLLSHIRE.		
Appin - - - F.C.	291 12 0	1859
†Ardentinny - - G.A.		
†Ardrishaig - - F.C.		
†Ardrishaig - Estab. Ch.		
†Ardrishaig - Epis.		
†Ardtun - - - F.C.		
†Ballachulish, St. John's Epis.		
†Barbreek, Female - Epis.		
†Barcaldine - - G.A.		
†Bowmore - - Par.		
Bowmore - - F.C.	87 10 0	1861
†Bowmore, Foreland - F.C.		
†Bridgend - - Par.		
†Campbeltown, Burgh and Parochial School.		
†Campbeltown - Epis.		
†Campbeltown - - F.C.		
†Campbeltown (Argyll Street) Elementary Female - - Par.		
†Campbeltown Reformatory - - Undl.		
†Campbeltown, United Female School of Industry - Undl.		
‡Caolis - - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
	£ s. d.	
ARGYLLSHIRE—*cont.*		
†Corpach - - G.A.		
†Corran, of Ardgour.		
‡Croish - - - F.C.		
†Dalinlongart - - G.A.		
†Dalintober (Miss Campbell's), Charity - Par.		
Dervaig Female Industrial (Island of Mull) - - - G.A.	120 0 0	1847
" " - "	77 0 0	1849
†Drumlemble - - G.A.		
†Dunoon, Female - Par.		
†Dunoon - - - F.C.		
Dunoon, Female Industrial - - F.C.	145 0 0	1861
†Dunoon-Kirn - - Sess.		
†Glenborrodale - - G.A.		
†Glencoe - - - F.C.		
†Grinnard - - F.C.		
‡Hynish - - - F.C.		
†Inverary - - F.C.		
†Inverary Burgh - Par.		
†Kilcalmonell - - Par.		
†Kilchoman - - Par.		
†Killarow, Female.		
†Killarow and Kilmeny F.C.		
†Killean - - - F.C.		
†Killean - - - Par.		
†Kilmodan - - F.C.		
†Kilmore, Parish.		
†Kilmun - - - Par.		
Kinloch - - - G.A.	*75 0 0	1839
†Kintraw - - - G.A.		
†Knapdale, North (Bellamnoch) - - Par.		
†Lagavullin - Estab. Ch.		
†Ledaig - - - G.A.		
Lochaline - - Sess.	100 0 0	1850
Lochdonhead - - G.A.	82 0 0	1848
†Lochend - - F.C.		
†Lochgilphead - - F.C.		
Lochgilphead - - Par.	251 0 0	1856
†Lochgilphead - Epis.		
†Melfort - - - F.C.		
†Mulindry - - F.C.		
†Oatfield - - G.A.		
Oban - - - F.C.	150 0 0	1843
†Oban, Female.		
†Ormsary - - G.A.		
†Peninver - - G.A.		
†Poltallock, Industrial Undl.		
†Port Charlotte - - G.A.		
†Port Ellen, Infant and Industrial.		
Portnahaven - - F.C.	73 15 0	1853
†Portnahaven, Parliamentary School.		
†Salen, Female Industrial School.		
Sandbank - - G.A.	357 10 0	1860
‡Southend - - Par.		
†Strone, Female School.		
Strachur, The Pole Estab. Ch.	200 0 0	1858
†Tarbert. - - G.A.		
†Tighnabruaich-Side - Par.		
Tobermory, Girls, Industrial - - G.A.	133 0 0	1849
†Tobermory - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
AYRSHIRE.	£ s. d.	
Alloway - - - G.A.	140 0 0	1848
†Alton Side School.		
†Ardeer Iron Works - Par.		
†Ardrossan - - Par.		
Ardrossan Public - Sess.	*150 0 0	1838
Ardrossan, Female Indus. - -	108 0 0	1850
†Arnsheen School.		
Ayr - - - G.A.	200 0 0	1843
†Ayr - - - Epis.		
†Ayr, Fish Cross District F.C.		
Ayr, Industrial Ragged Undl.	158 15 0	1853
‡Ayr - - - R.C.		
†Ballantrae - - Par.		
†Ballantrae, Glennap Endowed.		
†Barr - - - Par.		
Barrhill - - - F.C.	80 0 0	1851
Beith - - - Par.	109 0 0	1849
Beith - - - F.C.	132 0 0	1849
†Beith, Female, Industrial School.		
†Beith, Gateside Patrick's Seminary.		
†Blair Iron Works School.		
†Blair Mains - - Par.		
†Burnside School.		
†Caprington, Infants.		
†Catrine - - - F.C.		
Catrine Public School - F.C.	750 0 0	1861
†Colmonell, Female Industrial School.		
†Colmonell - - Par.		
†Coylton - - Par.		
†Craigmark, S.		
†Crosshills - - G.A.		
†Crosshills Female School.		
Crosshouse - - G.A.	150 0 0	1849
†Cumnock, New - F.C.		
†Cumnock, Old - - F.C.		
†Dailly - - - F.C.		
†Dailly - - - Par.		
†Dalmellington, Iron Works, Waterside, S.		
†Dairy - - - Par.		
Dalry - - - F.C.	66 10 0	1852
†Dalry, Female Industrial School.		
Dalry, Kersland Barony G.A.	138 0 0	1848
†Dalry, Love Lane - G.A.		
†Darnconnor - - G.A.		
‡Darvel - - - F.C.		
†Darvel (Lord Hastings') School,		
†Dreghorn (Cross Roads) Estab. Ch.		
Drybridge, Subscription School.	205 0 0	1857
†Dundonald - - Par.		
†Dundonald, Old Rome F.C.		
Eglinton, Iron Works G.A.	637 0 0	1858
†Fenwick - - Par.		
Fisherton - - G.A.	47 10 0	1844
„ - - „	20 0 0	1848
Fullarton - - F.C.	100 0 0	1849
„ - - „	22 13 4	1853
„ - - „	33 10 0	1859
†Fullarton - - Par.		
†Galston - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
AYRSHIRE—*cont.*	£ s. d.	
†Girvan, Industrial - Epis.		
†Girvan - - - F.C.		
†Girvan - - - Par.		
†Girvan, Henrietta Street Female School.		
Girvan, Charity School -	195 0 0	1860
†Glengarnock, Iron Works - - F.C.		
Hurlford and Portland Iron Works Estab. Ch..	497 3 6	1857
Irvine Public and Industrial School. - -	310 0 0	1861
†Kerse Colliery School.		
Kilbirnie - - F.C.	203 0 0	1849
†Kilbirnie, Parish.		
†Kilbride, West - Par.		
Kilbride, West, Female Industrial - - Undl.	213 6 0	1860
†Kilbride, West - - F.C.		
‡Kilgrammie - - Undl.		
†Kilkerran (Hill Side) School.		
†Kilmarnock Academy.		
†Kilmarnock, Female Industrial - - Par.		
†Kilmarnock, Industrial, High - - F.C.		
†Kilmarnock - - Epis.		
†Kilmarnock, Reformatory Industrial School.		
Kilmarnock, Town Head District - - F.C.	140 13 4	1853
†Kilmaurs - - Par.		
†Kilmaurs, Female Burgh.		
†Kilwinning - - Par.		
†Kingsford, Subscription School.		
†Kirkoswald - - Par.		
†Largs - - - Par.		
†Largs, Brisbane Endowed - Undl.		
Largs Old Free Church Indust., Congregational School (Bath Street) - - -	225 15 0	1859
Largs, New (Lade Street) F.C.	403 13 4	1859
†Largs, Female Industrial F.C.		
Largs, Female School of Industry Estab. Ch.	103 2 6	1852
Lendal, Colmonell Estab. Ch.	120 0 0	1859
‡Loudoun - - Par.		
Lugar Iron Works Est. Ch.	577 0 0	1859
†Mauchline New Educational Institution.		
†Maybole, Female Industrial - - - F.C.		
†Maybole, West Ch. - Par		
†Monkton - - F.C.		
†Muirkirk Ironworks School.		
†Muirkirk - - Par.		
Newmilns - - F.C.	201 0 0	1855
„ - - - „	51 0 0	1861
†Newton-on-Ayr - Par.		
Newton-on-Ayr - F.C.	180 0 0	1849
‡Newton-on-Ayr, Missionary - - - F.C.		
Ochiltree - - F.C.	100 0 0	1849
†Perceton - - F.C.		
Pinwherry - - G.A.	100 13 8	1857

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
AYRSHIRE—*cont.*		
†Prestwich, Burgh School.		
Saltcoats - - F.C.	363 4 0	1858
Saltcoats, Eyles' Hill Par.	*150 0 0	1840
†Sorn - - Par.		
†Stevenston - - Par.		
Stewarton - - F.C.	158 0 0	1849
†Stewarton, Institution.		
†Symington - - F.C.		
†Tarbolton, Female Subscription School.		
†Tarbolton, Subscription Mixed School.		
†Tarbolton - - Par.		
Troon Academy - -	167 10 0	1841
†Wallacetown, Works Sch.		
†Troon - - F.C.		
Whitletts, Feuars' Est. Ch.	71 0 0	1860
BANFFSHIRE.		
Aberchirder - - G.A.	321 0 0	1861
Aivah - - - Par.		
‡Arradoul Female Industrial - - F.C.	171 0 0	1859
Banff, Educational Institution - Undl.	*100 0 0	1836
†Bellie - - - Par.		
Boharm, Second - Par.	214 0 0	1858
†Botriphine - - Par.		
†Buckie - United Pres.		
‡Buckie - - - Epis.		
†Buckie - - - F.C.		
†Chapeltown, Boys and Girls - - - R.C.		
†Cullen - - - F.C.		
Cullen-Seatown - G.A.	31 17 3½	1850
†Deskford - - Par.		
†Deskford - - F.C.		
†Dufftown, Mixed - R.C.		
†Edingwright - - G.A.		
†Enzie, Christian Society's School - - G.A.		
†Enzie - - - F.C.		
Fordyce - - - F.C.	69 0 0	1850
†Fordyce, Industrial - G.A.		
†Forglen, Female School.		
†Glenrinnes - - G.A.		
†Grange - - - Par.		
†Inverkeithney, Downies F.C.		
†Keith - - - F.C.		
†Keith - - - Par.		
†Linhead, Female School.		
‡Longmanhill, Endowed Estab. Ch.		
†Longmanhill, Lord Fife's School.		
Macduff - - F.C.	353 11 0	1860
†Macduff - - Par.		
†Marnock, New - - F.C.		
Mortlach, Dufftown, Mixed - Estab. Ch.	297 12 0	1861
†Mortlach, Female - Ch. S.		
†New Mill, Society's School.		
†Ordiquhill - - - Par.		
†Park, Girl's School.		
†Pitgair - - - Par.		
†Port Gordon - Estab. Ch.		
‡Portnochie - - G.A.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
BANFFSHIRE—*cont.*		
Portsoy - - - Par.	180 0 0	1842
Portsoy, Female Industrial - - Undl.	107 0 0	1858
†Protston Hill - - Par.		
†Rathven - - Par.		
†Rothiemay - - Par.		
†Rothiemay - - F.C.		
†Tomintoul, Parliamentary School.		
†Tomintoul - - R.C.		
†Tomnavoulen-in-Glenlivat - - - G.A.		
BERWICKSHIRE.		
†Abbey, St. Bathan's - Par.		
‡Allanton, Subscription G.A.		
Auchincrow - Estab. Ch.	175 0 0	1863
†Ayton - - - Par.		
†Ayton, Female Sewing School.		
‡Berwick, Girls, Industrial School.		
†Birgham, District - G.A.		
†Boston - - - F.C.		
Burnmouth - Estab. Ch.	188 0 0	1859
†Cranshaws - - Par.		
†Dunse - - - Par.		
†Earlstown - - F.C.		
†Eyemouth - - Par.		
Eyemouth - - F.C.	160 0 0	1848
„ - -	65 0 0	1863
Greenlaw - - F.C.	74 0 0	1847
„ - - „	2 10 0	1848
„ - - „	42 0 0	1852
„ - - „	80 0 0	1858
„ - - „	47 0 0	1860
†Lauder - - - Par.		
†Lauder, Industrial and Infants.		
†Leitholm - - F.C.		
†Mertown - - Par.		
†Milne Graden - - Par.		
†Ninewells (Chirnside) Estab. Ch.		
†Paxton, Girls and Infants, Estab. Ch.		
†Paxton Village - - G.A.		
Renton (late Houndwood Grants House) Estab. Ch.	50 0 0	1843
Reston Parish School -	68 0 0	1859
†Swinton - - F.C.		
BUTESHIRE.		
†Bute, Ragged and Industrial - - Undl.		
†Brodick, Endowed School.		
†Cambrae, Isle of - - F.C.		
Corrie (Arran) Endowed Sch.		
‡Kamesburgh, Congregational (Arran) - F.C.		
†Kingarth - - F.C.		
†Lamlash Female Industrial.		
†Lamlash - - Par.		
†Port Bannatyne - F.C.		
Rothesay - - G.A.	118 0 0	1842
†Rothesay, East and West F.C.		
†Sliddery - - G.A.		
†Whitingbay, Female - Sch.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
CAITHNESS-SHIRE.		
‡Achow - - - F.C.		
†Barrock - Estab. Ch.		
†Berriedale - - G.A.		
‡Bruan - - - F.C.		
‡Canisbay - - Par.		
†Canisbay, Free School.		
†Dunn - - Undl.		
‡Dunnet - - - Par.		
†Forss - - - G.A.		
†Freswick - - G.A.		
†Halkirk - - - Par.		
†Halkirk, Congregational F.C.		
†John o'Groats - - G.A.		
†Keiss, Parliamentary Sch.		
‡Keiss, Congregational - F.C.		
†Latheron - - Par.		
†Leurery, Subscription Sch.		
Lybster - - - F.C.	83 0 0	1853
‡Mey Society's - Estab. Ch.		
‡Newlands - - F.C.		
†Olrig, Female - Undl.		
†Olrig, Congregational - F.C.		
Pulteneytown - - F.C.	112 0 0	1850
Pulteneytown Academy Undl.	*400 0 0	1839
†Staxigoe Society's Undl.		
†Stroma Society's Estab. Ch.		
†Thrumster - - Par.		
†Thurso, Benevolent Female - Undl.		
†Thurso - - - F.C.		
†Toftingball - - G.A.		
†Ulbster Society's School.		
Watten - - - F.C.	262 0 0	1861
†Wick - - - F.C.		
CLACKMANNANSHIRE.		
Alloa Juvenile and Infants' Sch.	401 0 0	1848
†Alloa - - - Epis.		
†Alloa Raggedand Indus. Undl. *a*		
Clackmannan, Zetland Colliery, Church of Scotland - - -	140 0 0	1861
†Clackmannan, Female Undl.		
†Coalsnaughton, Subscription.		
†Forestmill, Subscription Undl.		
†Kennet Village - - Par.		
†Menstry, Subscription Undl.		
‡Sauchie Village School.		
†Tillicoultry Academy.		
†Tillicoultry - - Par.		
†Tullibody, Subscription Undl.		
DUMBARTONSHIRE.		
Alexandria, Male and Female - - Par.	*250 0 0	1853
Alexandria - - F.C.	*120 0 0	1852
†Arrochar - - Par.		
†Bonhill - - - Par.		
†Bonhill (Mrs. Ewing's) Female Industrial - Undl.		
†Cardross - - Par.		
†Cumbernauld - - Par.		
†Cumbernauld, Female Par.		
†Dalmonach (privately Endowed) - - G.A.		
†Dalmuir, Subscription G.A.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
DUMBARTONSHIRE—*cont.*		
†Dumbarton, St. Luke's Epis.		
Dumbarton - - F.C.	112 0 0	1850
†Dumbarton, Burgh Academy.		
‡Dumbarton - - R.C.		
‡Duntocher - - F.C.		
†Faifley - - Undl.		
†Gairlochhead, Public Undl.		
Helensburgh - - F.C.	240 0 0	1842
†Helensburgh, Grant Street Mission Sch.		
†Helensburgh, Quoad Sacra - - Estab. Ch.		
†Helensburgh, Ragged and Industrial Undl.		
†Helensburgh, Trinity Epis.		
†Jameston - - F.C.		
Kilcreggan - - F.C.	423 0 0	1850
†Kilpatrick, Old - Par.		
†Kilpatrick, Old - F.C.		
Kirkintilloch (The Oswald and Kirk Session) - - G.A.	650 0 0	1855
†Kirkintilloch, Kerr Street - Undl.		
†Kirkintilloch, Indus.		
†Knockderry, Mixed Sch.		
†Luss - - - Par.		
†Muirhead, South Sch.		
†Muirland Side - - G.A.		
†Renton, Female - G.A.		
†Renton, Infant and Fem. Indust. - F.C.		
†Renton, Public, Free Undl.		
†Shandon - - F.C.		
Waterside - - Undl.	87 5 0	1840
DUMFRIESSHIRE.		
† Annan - - - Par.		
†Annan, Infant Female Industrial - Undl.		
Annan Bonshaw - - Par.	200 0 0	1863
Brydekirk Infant and Industrial, Church of Scotland - - -	88 18 0	1860
Brydekirk, Quoad Sacra Par.	45 0 0	1842
" " "	100 0 0	1860
†Carlaverock *b* " " - Par.		
†Cummertrees - - Par.		
Dumfries and Maxwell-town Educational Society's Infants' - F.C.	96 0 0	1840
†Dumfries - - Epis.		
†Dumfries and Maxwell-town Indust. Reformatory.		
Dumfries, Ladies' Benevolent Society's Estab. Ch.	27 11 8	1859
†Dumfries, St. Andrew's R.C.		
Dunscore - - F.C.	212 0 0	1862
‡Ecclefechan - - F.C.		
Ecclefechan, Infant and Industrial - - -	*50 0 0	1842
Gasstown - - Par.	45 0 0	1840
†Glencairn - - F.C.		
†Goodhope - Estab. Ch.		
Hightae - - - F.C.	11 0 0	1855
†Hoddam - - - Par.		
†Holywood - - Par.		
†Kirkmahoe - - F.C.		
†Kirkpatrick Fleming - F.C.		

a Schools discontinued.

b Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
DUMBARTONSHIRE—*cont.*		
†Kirkpatrick, juxta Parish School.		
Langholm - - F.C.	117 0 0	1851
„ - - „	90 0 0	1855
†Langholm - - Par.		
†Langholm, Infant Estab. Ch.		
Locharbriggs - - G.A.	50 0 0	1840
Lochmaben - - Par.	208 9 0	1861
Lochmaben - - F.C.	15 0 0	1857
Lockerbie - - F.C.	320 0 0	1859
†Newton, Girls' School.		
†Ruthwell - - F.C.		
†Sanquhar - - Par.		
†Sibbaldie - - Par.		
Tinwald, Annisfield - Par.	54 0 0	1859
Trohoughton - - G.A.	30 0 0	1840
EDINBURGHSHIRE.		
Balerno, Subscription Undl.	100 0 0	1842
„ „ „	5 7 6	1858
„ „ „	103 9 0	1861
†Barnton, late Lauriston, Female Industrial.		
†Borthwick - - Par.		
†Calder, East, Subscription - - Undl.		
†Calder, West - - Par.		
†Carrington - - Par.		
Cockpen - - F.C.	168 0 0	1850
Colinton and Currie - F.C.	117 0 0	1849
Coltbridge (Lord Mackenzie's) - Undl.	103 10 0	1852
†Corstorphine - - Par.		
Cousland, District Undl.	150 0 0	1842
„ „ - „	27 17 6	1862
†Cramond - - Par.		
Cramond (Davidson's Mains) - - F.C.	124 0 0	1847
†Cramond (Davidson's Mains) - - G.A.		
†Crichton - - Par.		
Dalkeith Academy Free Ch.	248 0 0	1848
†Dalkeith, Buccleuch Estab. Ch.		
†Dalkeith, Buccleuch, Inft.		
†Dalkeith - - Sess.		
†Dalkeith, Poor School - Sess.		
†Dalkeith, St. David's - R.C.		
†Dalkeith, St. Mary's - Epis.		
†Dalmahoy, St. Mary's Epis.		
†Edinburgh, Advocates' Close, High - - F.C.		
Edinburgh, Buccleuch Sess.	*750 0 0	1839
Edinburgh, Canongate, Burgh - Estab. Ch.	250 0 0	1854
Edinburgh, Canongate Sess.	*350 0 0	1830
†Edinburgh, Canongate, Christian Society's, Male School.		
†Edinburgh, Canongate, Christian Society's, Female School.		
Edinburgh, Canonmills, St. Mary's - - F.C.	141 15 0	1850
„ „ „	8 10 0	1854
‡Edinburgh, Canonmills, St. Mary's - - Sess.		
†Edinburgh, Chalmers', Westport, Territorial F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
EDINBURGHSHIRE—*cont.*		
†Edinburgh, Causewayside - - - F.C.		
†Edinburgh, Dean-Chalmers' - - - F.C.		
†Edinburgh, Dr. Thomson's - - - F.C.		
Edinburgh, Fountainbridge Missionary Undl.	145 0 0	1850
†Edinburgh, New North F.C.		
†Edinburgh, Greenside (Dr. Bell's) - Undl.		
Edinburgh, Greenside, Infants - Estab. Ch.	148 0 0	1848
†Edinburgh, High Ch. - Sess.		
†Edinburgh, Holyrood - F.C.		
‡Edinburgh, Holy Trin. Epis.		
†Edinburgh, John Street, Industrial - Undl.		
†Edinburgh, Lancasterian.		
†Edinburgh, Model - G.A.		
Edinburgh, Model - F.C.	303 0 0	1858
Edinburgh, New Grey Friars - - Sess.	254 0 0	1848
†Edinburgh, Niddry St. (Dr. Bell's) - Undl.		
Edinburgh, Northern District - - F.C.	605 0 0	1848
Edinburgh, Old Grey Friars - - G.A.	*345 0 0	1839
†Edinburgh, Original Ragged, Ramsay Lane - Undl.		
†Edinburgh, Marionville, Original Ragged Sch.		
Edinburgh, Pilrig - F.C.	120 0 0	1846
„ „ - „	106 0 0	1857
Edinburgh, Picasance Territorial - - F.C.	131 0 0	1854
„ „ „	150 0 0	1858
†Edinburgh (Roxburgh Street) - - F.C.		
†Edinburgh, St. Andrew's Hall - - Epis.		
†Edinburgh, St. Andrew's - - R.C.		
Edinburgh, St. Bernard's - - - Sess.	23 6 8	1857
Edinburgh, St. Columba, Old Town - - Epis.	280 0 0	1848
†Edinburgh, St. George's Epis.		
†Edinburgh, St. George's Local - - G.A.		
†Edinburgh, St. Ignatius R.C.		
†Edinburgh, St. John's Par.		
†Edinburgh, St. John's, Practising - - Epis.		
†Edinburgh, St. Mary's Sess.		
†Edinburgh, St. Mary's, Female Industrial - Epis.		
Edinburgh, St. Mary's and St. Catherine's (Lothian Street) Girls and Infants - - R.C.	1,200 0 0	1860
†Edinburgh, St. Mary's (Horse Wynd), Inft. R.C.		
†Edinburgh, St. Patrick's (Market Street) - R.C.		
Edinburgh, St. Paul's District - - F.C.	300 0 0	1852

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
EDINBURGHSHIRE—*cont.*		
†Edinburgh, St. Paul's (Carrubber's Close) - Epis.		
Edinburgh, St. Stephen's G.A.	*300 0 0	1836
†Edinburgh, Thistle St. (Maclean's) - Estab. Ch.		
Edinburgh, Tolbooth - Sess.	*000 0 0	1838
†Edinburgh, Tolbooth, Congregational - F.C.		
†Edinburgh, Trinity - Epis.		
†Edinburgh, Tron Ch., Female Industrial School.		
†Edinburgh, United Industrial - Undl.		
†Edmonstone, Colliery - G.A.		
†Edmonstone, Female - G.A.		
†Fisherrow - - F.C.		
Fisherrow (Back of) Ragged - - F.C.	204 0 0	1850
†Fisherrow, English Undl.		
†Fountainbridge, West, Female Industrial School.		
†Gilmerton, Female Undl.		
†Gleneross - - Par.		
†Gogar, Female - Estab. Ch.		
Juniper Green - Undl.	80 0 0	1842
†Kirknewton - - Par.		
†Lasswade (Whitehill Colliery) - Estab. Ch.		
†Leith, Hay's Mechanics' School.		
†Leith - - - R.C.		
Leith (Mariners') - F.C.	*490 0 0	1840
Leith, St. James' - Epis.	735 0 0	1857
Leith, St. John's - F.C.	*550 0 0	1837
Leith, South - - F.C.	650 0 0	1858
†Leith, South - - Par.		
Lenny Moor - Undl.	85 0 0	1842
†Leven Lodge, Subscription - - Undl.		
†Liberton - - F.C.		
Loanhead, Subscription Undl.	115 4 0	1862
†Meadowbank, Female Industrial - Undl.		
Mid-Calder, Female Industrial - - F.C.	90 0 0	1863
Morningside - - F.C.	108 15 0	1850
†Morningside, Original Subscription School.		
†Musselburgh, Female Estab. Ch.		
†Nellfield, Private School.		
†Newbattle - - Par.		
†Newbattle (Collieries) G.A.		
†Newbiggin - - F.C.		
Newhaven - - G.A.	*311 0 0	1839
†Newhaven, Parish School.		
†Newhaven, Victoria Undl.		
†Newhaven, Free Fisherman's Society Undl.		
Newington - - F.C.	300 0 0	1849
Penicuick - - Par.	188 0 0	1847
Penicuick - - F.C.	81 0 0	1859
†Portobello - Epis.		
†Portobello - F.C.		
†Portobello, Female Undl.		
†Ratho, Female - Estab. Ch.		
†Ratho, New Subscription - - Estab. Ch.		
†Roslin - - - F.C.		
†Roslin - - Estab. Ch.		
Slateford, Saint Cuthbert's, Subscription Undl.	*100 0 0	1840
" " " - "	15 0 0	1841
" " " - "	70 0 0	1851
" " " - "	16 0 0	1859
Stobhill - - Estab. Ch.	90 0 0	1853
" - - "	112 10 0	1858
‡Stobhill, Mission - F.C.		
†Temple - - - F.C.		
†Valleyfield, Infant and Industrial - Undl.		
†Water of Leith, Original Infant School.		
Wilkieston - - F.C.	117 0 0	1850
ELGINSHIRE.		
Archiestown - - G.A.	101 0 0	1854
Bishopmill - - G.A.	289 0 0	1858
†Burghead - - F.C.		
†Burghead - - G.A.		
†Clackmarras District Estab. Ch.		
†Duffus - - - Par.		
†Elchies - - - Par.		
‡Elchies - Second Par.		
Elgin, The Trades' Undl.	*120 0 0	1838
†Elgin, Anderson's Institution, - Estab. Ch.		
Elgin, Infants and Industrial - Undl.	*150 0 0	1837
" " - "	79 13 0	1861
Elgin, Girls - Epis.	110 0 0	1856
" - "	56 0 0	1859
†Findhorn - - F.C.		
†Fochabers (Milnes'), Free - Undl.		
†Forres - - Epis.		
Forres (Frazer's), Female Industrial Sch. -	70 0 0	1853
Garmouth - - F.C.	80 0 0	1851
†Garmouth, Christian Society's - Estab. Ch.		
†Hopeman - - G.A.		
‡Hopeman - - F.C.		
†Kinloss - - Par.		
†Lhanbryd, Saint Andrew's - - Par.		
†Logie School.		
Lossiemouth - - G.A.	522 1 6	1856
†Lossiemouth Girls - G.A.		
†Lossiemouth - - F.C.		
†Rothes Society, Female.		
‡Speymouth - - Par.		
†Spynie, New - - Par.		
†Urquhart - - Par.		
†Urquhart - - F.C.		
FIFESHIRE.		
†Aberdour - - F.C.		
†Aberdour - - Par.		
Andrew's, St., Infants Undl.	200 0 0	1844

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
FIFESHIRE—*cont.*	£ s. d.	
Andrew's, St. (Fisher's) Undl.	360 0 0	1858
†Andrew's, St., Madras College - Undl.		
Anstruther, Easter - F.C.	222 0 0	1859
Auchtermuchty - F.C.	65 0 0	1850
Auchtermuchty, Madras - - G.A.	278 0 0	1857
†Auchtermuchty - Par.		
†Balmerino - - Par.		
†Blebo Craigs, Girls' School. *a*		
Bogie, West - - F.C.	38 15 0	1861
‡Boreland - - Par.		
Brunton, Flisk, and Creich - - - F.C.	80 0 0	1849
†Buckhaven, Links Sch.		
Buckhaven Village, Subscription School	500 0 0	1862
Burnside, Endowed - G.A.	45 10 0	1849
†Burnside, Subscription School.		
†Burntisland - - Epis.		
†Burntisland, Infants - F.C.		
†Burntisland, Burgh School.		
†Cameron - - Par.		
Carnbee - - F.C.	36 0 0	1858
" - - "	65 0 0	1863
Cellardyke, Female - G.A.	*110 0 0	1840
†Ceres - - - Par.		
†Ceres, Female Industrial School.		
†Cluny, Colliery Undl.		
Coliusburgh, Subscription - - G.A.	95 0 0	1844
Collessie - - F.C.	120 0 0	1855
†Collessie, New - - Par.		
†Crail, Town and Parochial School.		
†Cupar (Madras Academy) - - Undl.		
Cupar Madras, South Branch - Undl.	170 0 0	1862
†Dairsie - - - Par.		
‡Dairsie - - - F.C.		
†Dalgety - - - Par.		
Denhead, Subscription G.A.	67 10 0	1852
†Donibristle, Colliery - Par.		
†Dunbog - - - Par.		
Dunfermline Abbey - F.C.	400 0 0	1847
Dunfermline, Female Industrial - Undl.	200 0 0	1842
" " "	445 0 0	1861
Dunfermline, Golfdrum (M'Lean's) - - G.A.	367 0 0	1848
‡Dunfermline, Wilson's Institution - - F.C.		
†Dunfermline, St. Leonard's Works Undl.		
†Dunfermline, Trinity Epis.		
†Dunino - - - Par.		
Dunshelt Estab. Ch.		
Dysart, Burgh and Parochial - -		
Dysart, Subscription School - - -	*330 0 0	1839
" " "	140 0 0	1840
Dysart, Industrial Sch.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
FIFESHIRE—*cont.*	£ s. d.	
Earlsferry, Infant and Industrial - - F.C.	78 0 0	1854
Earlsferry, Subscription School - - -	105 0 0	1855
" " "	7 17 8	1857
Easter Fernie - - G.A.	88 0 0	1856
†Elie - - Estab. Ch.		
†Falkland - - Par.		
Ferryport-on-Craig, Subscription - - F.C.	65 0 0	1840
" " " "	10 0 0	1842
" " " "	49 0 0	1853
†Ferryport-on-Craig - Par.		
†Flockhouse - Undl.		
†Forgan - - - Par.		
†Freuchie, Girls School		
†Freuchie, Subscription Undl.		
Gallatown, Subscription - - Undl.	37 10 0	1858
" " - "	397 6 0	1862
Gilston, New, Subscription - Undl.	32 10 0	1850
" " "	20 10 6	1858
†Kelty - - - F.C.		
†Kembach - - Par.		
†Kennoway - - - Par.		
†Kettlebridge, Subscription - - Undl.		
†Kilconquhar - - Par.		
†Kinghorn - - F.C.		
†Kingsbarns - - Par.		
†Kirkcaldy, Burgh Sch.		
†Kirkcaldy, Industrial Ragged School.		
†Kirkcaldy, Stewart's Lane, Female Subscription.		
Ladybank - Estab. Ch.	204 0 0	1855
Largo Durham, Female Charity Estab. Ch.	144 0 0	1859
†Largoward, Subscription School.		
†Lassodie Colliery - S.		
Leslie - - - Par.	*430 0 0	1838
‡Letham, Lady Leven's School - -		
†Letham, Subscription Estab. Ch.		
†Leuchars - - Par.		
†Leven - - - F.C.		
†Limekilns, Village Sch.		
Lochgelly (Ironworks School) - - -	274 0 0	1851
Lundin Mill, Subscription - - Undl.	330 0 0	1859
†Markinch - - F.C.		
Monance, St., Infant School - - Sess.	125 0 0	1846
†Monance, St., Mixed - Par.		
Monimail - - F.C.	90 0 0	1850
†Monimail - - Par.		
Newburgh - Estab. Ch.	318 0 0	1858
†Newburgh - - Par.		
Newport - - F.C.	182 0 0	1854
Pathhead and Sinclairtown - - Undl.	293 0 0	1850
" " "	10 0 0	1853
" " "	35 10 0	1859

a School closed.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
FIFESHIRE—*cont.*		
†Pitlessie - - - F.C.		
Pittenweem - Undl.	76 0 0	1844
†Prinlaws, Works School Undl.		
†Scoonie - - - Par.		
†Sinclairtown, Hawklemuir, and Parkhead Undl.		
Springfield - - F.C.	219 0 0	1856
‡Star Subscription Undl.		
Strathkinness - - F.C.	100 0 0	1860
†Strathmiglo, Subscription - - - Par.		
Thornton - - G.A.	180 0 0	1841
†Torryburn - - Par.		
†Townhill, Colliery School.		
Wemyss, East - - F.C.	378 0 0	1859
†Wemyss - - Par.		
FORFARSHIRE.		
†Airlie - - - Par.		
†Aldbar (Private School)		
‡Arbilot - - - Par.		
Arbroath, Abbey Church School - -	240 0 0	1841
†Arbroath - - Par.		
†Arbroath, Free Church (Educational Institution).		
†Arbroath, Dale Cottage Reformatory.		
†Balkello, Self-Supporting - - Estab. Ch.		
Barry - - - F.C.	70 0 0	1854
†Blacklunnans - - G.A.		
Bonnington - - F.C.	168 0 0	1856
†Braes of Coull - Ch. of S.		
Brechin - - - F.C.	150 0 0	1850
" - - -	27 10 0	1861
†Brechin - - - Par.		
Brechin, Infant School	*220 0 0	1837
Brechin, the Tenements' School - -	569 0 0	1860
†Brechin, St. Andrew's Epis.		
Broughty Ferry - F.C.	186 0 0	1849
†Broughty Ferry (West Ferry) - Sess.		
Burnside of Inshewan G.A.	90 0 0	1848
Carmyllie Greystone - F.C.	244 12 6	1862
Carnoustie, Female - F.C.	250 0 0	1855
" " -	90 0 0	1857
Carnoustie, Male - F.C.	*120 0 0	1844
†Carnoustie, Subscription School.		
†Charleston School.		
†Colliston - - F.C.		
†Craig - - - Par.		
†Craigo Works - Estab. Ch.		
†Craigton, Girls - S.		
†Cupar Angus, Female Industrial - - Epis.		
Cupar Angus - - F.C.	42 0 0	1861
‡Cupar Angus - - Par.		
†Dudhope - - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
FORFARSHIRE—*cont.*		
Dundee, Chalmers' Free School - -	200 0 0	1854
†Dundee, Chapelshade - F.C.		
Dundee (General) - Sess.	*500 0 0	1835
" " - "	*270 0 0	1836
" " - "	*100 0 0	1838
Dundee, Hill Town - F.C.	400 0 0	1843
†Dundee, Meadowside, Female - - Sess.		
Dundee, Park Wynd, Infants - - F.C.	*240 0 0	1837
†Dundee, Princes' Street Chapel - - Par.		
†Dundee, Rood Yards Epis.		
Dundee (Rosebank) - Sess.	100 0 0	1849
" " - "	178 0 0	1857
Dundee, St. Andrew's, Meadowside - - Sess.	450 0 0	1842
†Dundee, St. Andrew's - F.C.		
†Dundee, St. Andrew's R.C.		
Dundee, St. David's - F.C.	550 0 0	1842
†Dundee, St. David's - Sess.		
Dundee, St. John's, Boys - - - Sess.	241 0 0	1856
" " - "	57 2 0	1858
†Dundee, St. John's, Boys - - - F.C.		
Dundee, Saint John's, Girls and Infants - F.C.	163 12 6	1862
Dundee, St. John's, Infants School and School of Industry - F.C.	*260 0 0	1837
Dundee, North East District, Juvenile and Infant Schools, Crescent Street - - F.C.	472 10 0	1840
†Dundee, St. Mary Magdalene's - Epis.		
†Dundee, St. Mary's - R.C.		
†Dundee, St. Paul's, Boys Epis.		
Dundee, St. Peter's - F.C.	85 0 0	1861
†Dundee, St. Salvador's, Girls - - Epis.		
†Dundee, Wallace Town, Juvenile - - F.C.		
†Dundee, Wallace Town, Infant and Industrial F.C.		
‡Dundee, Wallace Town Par.		
†Dundee, Wallace Town Sess.		
Dunnichen - - F.C.	184 16 0	1854
†Dunnichen - - Par.		
‡Fearn - - - Par.		
Ferryden, Infants - G.A.	*75 0 0	1840
Ferryden, Fishermen's School - - G.A.	80 0 0	1843
Folda Society School -	233 4 0	1862
†Forfar, Burgh School.		
Forfar, East Town End Free - - Undl.	200 0 0	1846
Forfar, Female Industrial School - -	388 0 0	1860
Forfar, North End Burgh - - Undl.	357 0 0	1856
Forfar, West Town End Free - - Undl.	121 0 0	18..
†Fotheringham, Girls' - F.C.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
FORFARSHIRE—*cont.*		
Friockheim - Estab. Ch.	*70 0 0	1839
" - - "	100 0 0	1861
†Friockheim - - F.C.		
†Glenisla - - Par.		
Glenisla (Brewlands) - F.C.	196 0 0	1861
†Greenfield, Free, St. John's, Female - F.C.		
Inverbrothock - - Sess.	300 0 0	1843
†Inverbrothock - - F.C.		
†Inverkeilor - - Par.		
†Kettins - - - Par.		
‡Kiltry Society's - - Par.		
†Kirkbuddo - - F.C.	100 0 0	1855
†Kirriemuir - - Epis.		
†Kirriemuir, Industrial Par.		
†Kirriemuir, South - F.C.		
†Kirriemuir, Webster's Seminary - Undl.		
Ladyloan - - F.C.	20 0 0	1858
†Letham, Feuar's Undl.		
Liff - - - F.C.	132 0 0	1848
†Lintrathen - - Par.		
Loanhead - - Sess.	335 0 0	1857
Lochee - - - Sess.	*130 0 0	1838
‡Lochee - - - F.C.		
†Lochee - - - Epis.		
†Lochlee - - - Epis.		
†Logie Pert - - Par.		
Lunanhead (Madras, Self-supporting) - G.A.	48 9 10	1843
" - - "	36 15 0	1859
†Mains - - - Par.		
†Mains and Strathmartin - - - F.C.		
†Maryton - - Par.		
†Marywell Village - Par.		
†Menmuir - - Par.		
†Milton - - Ch. of S.		
†Monifieth, Female School.		
†Monifieth - - Par.		
†Monikie, Female - F.C.		
Montrose, Castle Street F.C.	207 0 0	1848
" " Dorward's "	166 0 0	1858
†Montrose, Dorward's Seminary, Lower S. - F.C.		
†Montrose, Dorward's Seminary, Upper Sc. Undl.		
Montrose, Hill Side - F.C.	169 0 0	1857
†Montrose, Old, Female.		
Montrose, St. John's - Sess.	382 0 0	1842
Montrose, St. John's - F.C.	*260 0 0	1838
" " - "	126 0 0	1842
†Montrose, St. Mary's - Epis.		
†Montrose, White's Estab. Ch.		
Mairland - - Sess.	*60 0 0	1839
Pitkennedy - - G.A.	68 0 0	1848
†Rescobie - - Par.		
†Scryne, Female (Panbridge) - - F.C.		
†Stracathro - - Par.		
Tealing - - - F.C.	73 10 0	1856
†Vigeans, St. - - Par.		
HADDINGTONSHIRE.		
†Barns, East, Side - G.A.		
Dunbar, Belhaven - F.C.	64 0 0	1853
†Dunbar, Burgh - Sch.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
HADDINGTONSHIRE—*cont.*		
†Elphinstone - - G.A.		
†Gladsmuir - - Par.		
†Gladsmuir, Iron Works F.C.		
†Haddington, Industrial Undl.		
†Haddington, Mill Wynd F.C.		
Longniddry - Estab. Ch.	280 0 0	1860
†Ormiston - - F.C.		
†Pencaitland - - Par.		
†Pencaitland (Newton) G.A.		
†Prestonkirk - - Par.		
†Prestonkirk, Female - Sess.		
Prestonkirk - - F.C.	100 0 0	1849
Prestonpans - - F.C.	104 0 0	1852
†Salton (West), Female Par.		
†Samuelston - - G.A.		
Tranent - - F.C.	72 10 0	1849
†Tranent, Female Subscrip. Sch.		
†Tranent - - Par.		
†Tranent, New Winton Ch. of S.		
†Yester - - - F.C.		
INVERNESS-SHIRE.		
†Aigas, Subscription School.		
Aodunban and Flashadder - - G.A.	180 0 0	1856
†Ardersier - - F.C.		
†Arnisdale - - G.A.		
†Balevanick School.		
†Beauly - - - R.C.		
‡Bernisdale - - F.C.		
†Blairbeg, School.		
†Boleskine - - Par.		
Braes (Isle of Skye) - F.C.	241 0 6	1862
†Bunrey - - - G.A.		
†Camiscross - - G.A.		
†Cannick Bridge - Par.		
Carbost - - - G.A.	125 0 0	1844
Colbost - - Estab. Ch.	85 10 0	1853
†Corrimony, Female - F.C.		
†Culloden - - F.C.		
Dallarossie (Moy) - G.A. *a*	22 0 0	1840
Daviot - - - F.C.	85 0 0	1849
†Dockgarroch - - G.A.		
†Drumfearn District - F.C.		
†Duirinish - - Par.		
Dulnain Bridge Ch. of S.	*272 0 0	1858
†Dunskellar, Parliamen. Sch.		
†Eskadale - - R.C.		
†Farraline Park (Bell's School) - - G.A.		
†Fort Augustus - - G.A.		
†Fortwilliam - - F.C.		
†Glengary - - G.A.		
†Glenurquhart - Parish S.		
†Grantown, Grammar School.		
†Grantown, Female School.		
†Harris, (Lady Dunmore's) - Undl.		
Inverness - - G.A.	*125 0 0	1837
" - - "	87 0 0	1840
†Inverness Female Industrial (Society) School.		
Inverness, Model - F.C.	626 0 0	1849
" " - "	23 7 8	1853
Inverness, The Bishop's Epis.	530 0 0	1857
†Inverness, Tanner's Lane Reformatory Undl.		

a School discontinued.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
INVERNESS-SHIRE—*cont.*		
†Kilmalie - - Par.		
†Kilmonivaig - - Par.		
†Kilmorack - - Par.		
†Kirkhill - - F.C.		
†Kirkhill - - Par.		
†Kylcakin - - G.A.		
Loanmore - - F.C.	181 0 0	1860
Moy - - - F.C.	75 12 0	1850
‡Mussady, Female - F.C.		
Portree, Braes. *See* Braes.		
†Portree, Congregational F.C.		
†Raasay - - - F.C.		
Snizort - - - F.C.	133 0 0	1850
†Snizort - - - Par.		
Stratherrick - - F.C.	60 0 0	1848
" - - "	166 16 0	1862
†Strathnairn - - Epis.		
†Tarbet - - - G.A.		
KINCARDINESHIRE.		
†Balfour, School.		
Banchory Ternan - F.C.	206 15 0	1863
†Banchory, Grammar - Par.		
†Benholme - - F.C.		
†Brachmont - - F.C.		
†Catterline, St. Philip's Epis.		
Cookney - Estab. Ch.	137 8 4	1858
†Crathes, Female Estab. Ch.		
†Cyrus, Saint - - F.C.		
†Cyrus, Saint - - Par.		
†Cyrus, St., Porteous, Female - - G.A.		
†Cyrus, St. (Stratton's Endowed) - - G.A.		
†Drumlithie - - Epis.		
‡Drumlithie - - F.C.		
†Dunnottar - - Par.		
†Fasque School.		
†Fettercairn - - Par.		
Fettercairn - - F.C.	59 0 0	1851
†Fordoun (Boys') - F.C.		
†Fordoun (Girls') - F.C.		
†Inch, Privately End. School		
†Inchmarlo - - G.A.		
†John's Haven, Female G.A.		
†Kinneff Barras School.		
†Kinneff - - - Par.		
†Laurencekirk, Congregational - - F.C.		
†Laurencekirk - - Epis.		
†Laurencekirk - - Par.		
†Luthermuir - Ch. of S.		
†Marykirk - - Par.		
†Newtonhill - - Epis.		
‡Rickarton, Sub. School.		
†Scollies Cross School.		
†Stonehaven - - F.C.		
†Stonehaven, St. James' Epis.		
‡Stranathra - - Epis.		
‡Tannachie, District School.		
‡Tipperty - - F.C.		
†Waterlair - - F.C.		
KINROSS-SHIRE.		
Fossoway - - F.C.	80 0 0	1855
†Fossoway - - Par.		
Kinross - - F.C.	115 0 0	1849
†Maryburgh - - G.A.		
†Milnathort, Brand's School.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. £ s. d.	Date of Payment.
KINROSS-SHIRE—*cont.*		
†Orwell - - Par.		
†Portmoak - - F.C.		
†Portmoak - - Par.		
KIRKCUDBRIGHTSHIRE.		
Auchencairn - - F.C.	75 0 0	1850
Balmaghie - - F.C.	78 0 0	1849
†Balmaghie (Laurieston) Par.		
†Borgue - - - F.C.		
†Bridge of Dee - Estab. Ch.		
†Buittle, High - - Par.		
†Buittle Woodhead (late Palnachie) - - Par.		
†Cally, English - - Epis.		
†Castle Douglas Female Sch.		
Castle Douglas - - F.C.	120 0 0	1852
" - - "	80 0 0	1857
" - - "	81 12 0	1864
†Castle Douglas - - Par.		
†Corsock - - F.C.		
†Corsock, Female Industrial *Creetown* - - G.A.	42 10 0	
†Crocketford School.		
Dalbeattie - - Par.	55 0 0	
Dalbeattie - - F.C.	140 0 0	
Dalbeattie, Female Ch. of S.	176 9 4	
Dundrennan Abbey - F.C.	128 0 0	
†Gatehouse - - F.C.		
†Girthon - - Par.		
‡Irougray (Shawhead) - F.C.		
†Irongray, Shawhead Branch Parish School.		
†Kirkbean - - Par.		
†Kirkcudbright, Johnston's Free School.		
†Kirkcudbright, Old Ch. G.A.		
†Kirkcudbright, Town-End - - - Sess.		
Kirkdale - - G.A.	53 0 0	
†Kirkgunzeon - - Par.		
†Kirkmabreck - - G.A.		
†Kirkpatrick, Durham, Industrial School.		
†Kirkpatrick, Durham - Par.		
Laggan Branch, Parish Estab. Ch.	221 0 0	
Maxwelltown, Burgh Sch.	139 0 0	
Maxwelltown - - F.C.	105 0 0	
" - - "	28 12 6	
†Path " (Lady Heron Maxwell's) - Estab. Ch.		
†Rhouehouse by Kelton Par.		
†Roughtree, Irongray - Par.		
†Terregles - - Par.		
†Urr - - - Par.		
LANARKSHIRE.		
†Abington (Sir H. Colebrooke's) School.		
†Airdrie, Alexander's Undl.		
Airdrie, East Parish (Rawyard's) - G.A.	*150 0 0	
Airdrie, West - - F.C.	212 0 0	
" " - "	17 10 0	
" " - "	143 0 0	1864
†Airdrie, St. John's - Epis.		
†Airdrie, St. Margaret's R.C.		
†Arden, Subscription School		
†Auchinearn - - Par.		

ame and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment
LANARKSHIRE—*cont.*	£ s. d.	
inheath, Girls.		
dale - - Par.	*250 0 0	1840
hill Subscription		
hool - - -	270 0 0	1859
ar - - - Par.		
ar, Infants - G.A.	75 0 0	1843
r, Subscription School	180 0 0	1861
" "	65 0 0	1862
pbridge " - Estab. Ch.		
quarry - - F.C.		
yre - - Par.		
tyre Works Sch. Undl.		
- - Sess.	250 0 0	1855
l - - Par.	*60 0 0	1839
l - - F.C.		
d, Saint An-		
- - G.A.	74 0 0	1845
n - - F.C.	220 10 0	1851
n (87, Old Dal-		
ch Road) - Par.	*600 0 0	1838
n (Main Street),		
School - -	*375 0 0	1839
te - - G.A.	*225 0 0	1839
k Ironworks Par.		
g, Sub. Undl.		
- - R.C.		
- - R.C.		
Old Monkland) S.		
Iron Works G.A.	380 0 0	1842
- - F.C.		
- - Par.		
istrict School -	212 0 0	1859
ll Iron Works Par.		
n, Subscrip-		
- Undl.		
- - G.A.	*70 0 0	1839
- - F.C.	178 0 0	1854
ge - F.C.	177 15 0	1849
ge - Epis.		
ge, Dundyvan		
- Undl.		
e, Saint Pa-		
- - R.C.		
ron Works Sch. -	842 0 0	1859
- - Par.		
Public Sch. -	340 18 0	1859
ohn, Female.		
Subscrip-		
- Undl.		
Branch - Par.		
lery - Undl.		
- - Par.		
Hill School.		
and Palace-		
- Estab. Ch.		
Clyde Iron		
Airdrie) Sch. -		
rie, St. Mary's G.A.	650 0 0	1844
herrie, Saint		
rge's - - G.A.		
herrie, St. James' G.A.		
herrie, Fourth Sch.		
herrie Iron Works,		
and Evening - Estab. Ch.	949 0 0	1858
ord - - Par.		
ow (Anderston) - F.C.		
ow (Anderston),		
Mark's Burgh Sch. -	*850 0 0	1836

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
LANARKSHIRE—*cont.*	£ s. d.	
Glasgow (Anderston), St. Matthew's, William Street - - Sess.	400 0 0	1845
" " - "	90 0 0	1854
†Glasgow, Annfield St. John's - - Par.		
†Glasgow, Balfour Sch.		
†Glasgow, Balfour, St. Paul's Indust. School.		
Glasgow, Blackfriars (College Parish) - G.A.	400 0 0	1856
†Glasgow, Bridgegate (Old Wynd) - - F.C.		
†Glasgow, Broomielaw School (Carrick St.)		
†Glasgow, (Broomhill Street) - Sess.	*a*	
Glasgow (Brownfield), St. George's (Brown Street) - Sess.	*700 0 0	1839
Glasgow (Brownfield), Female Industrial - G.A.	*600 0 0	1836
Glasgow (Calton), St. Luke's - - Sess.	*395 0 0	1838
†Glasgow (Calton), St. Mary's - - R.C.		
Glasgow (Chalmers' Street) - - Sess.	*760 0 0	1840
Glasgow, Christ's Ch. (Mile End) - Epis.	*425 0 0	1838
Glasgow, Cowcadden, Infants - - G.A.	*150 0 0	1835
†Glasgow, Cowcadden (late St. Jude's, Corn Street, Epis.) - Ch. of E.		
†Glasgow, East (Milton Street) - - F.C.		
Glasgow, Finnieston Mission - - F.C.	250 0 0	1854
" " - "	66 15 0	1860
†Glasgow, Gardiner's Public - - Par.		
†Glasgow, (Highland Society's School) - Undl.		
†Glasgow Industrial and Reformatory School (Duke Street) - Par.		
†Glasgow, House of Refuge (Females), Parliamentary Row.		
†Glasgow, Lennox - Par.		
Glasgow, Martyr's - Estab. Ch.	372 4 0	1862
Glasgow, Milton - Estab. Ch.	400 0 0	1841
†Glasgow, Milton, Industrial - - Estab. Ch.		
Glasgow, Murdock's, Boys' Industrial - G.A.	450 0 0	1851
‡Glasgow, Wilson's Endowed Charity - Par.		
Glasgow, Old Wynd - F.C. *b*	350 0 0	1848
Glasgow, Established Church, Practising School - -	*1,000 0 0	1838
" " - -	1,000 0 0	1840
†Glasgow, Free Church Practising School.		
‡Glasgow, Reformatory School (61, Rotton Row Street).		

a Scholars and teachers transferred to new premises at Port Dundas.

b School closed.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
LANARKSHIRE—*cont.*	£ s. d.	
†Glasgow, Park Head, Barony - - Sess.		
†Glasgow (Renfield St.), United Presbyterian Church Mission Sch.		
†Glasgow, St. Alphonsus' R.C.		
Glasgow, St. Andrew's Parish and Madras - G.A.	572 5 0	1850
†Glasgow, St. Andrew's R.C.		
†Glasgow, St. David's - Par.		
Glasgow, St. Enoch's - Sess.	*750 0 0	1835
" " - "	407 12 0	1858
†Glasgow, St. Enoch's, Female Industrial - Sess.		
Glasgow, St. George's (Kelvin Street) - F.C.	300 0 0	1853
†Glasgow, St. George's (Renfield Street) - F.C.		
Glasgow, St. James' - Sess.	*450 0 0	1837
†Glasgow, Saint James', Female Industrial - Par.		
Glasgow, Saint John's (David Street, Gallowgate) - - Par.	742 0 0	1857
Glasgow, Saint John's (Young Street) - G.A.	490 0 0	1850
†Glasgow, Saint John's (Young St.), Female Sess.		
†Glasgow, Saint John's (Moore Street) - F.C.		
†Glasgow, Saint John's (East Hill Street Industrial) - - F.C.		
†Glasgow, Gorbals, St. John's, Male (36, Portugal Street) - - R.C.		
†Glasgow, Gorbals, St. John's Female (34, Portugal Street) - R.C.		
†Glasgow, Saint John's (Macfarlane Street) - Par.		
†Glasgow, St. Joseph's - R.C.		
†Glasgow, St. Jude's - Epis.		
†Glasgow, Saint Luke's, Free Industrial Sch.		
†Glasgow, St. Matthew's (Bishop Street) - Sess.		
Glasgow, St. Matthew's F.C.	440 0 0	1848
†Glasgow, St. Matthew's, Girls' Indust. Sch.		
Glasgow, St. Mungo's, "Freeland" - Estab. Ch.	373 0 0	1843
Glasgow, St. Mungo's and St. Columbkil's, Boys - - - R.C.	1,000 0 0	1858
†Glasgow, St. Mungo's, Girls, and Evening - R.C.		
†Glasgow, St. Patrick's - R.C.		
Glasgow, St. Paul's - Par.	*660 0 0	1837
†Glasgow, St. Peter's - Sess.		
†Glasgow, Saint Peter's, Mixed - - F.C.		
‡Glasgow, Saint Peter's, Female - - F.C.		
†Glasgow, St. Rollox - Undl.		
†Glasgow, The Bishop's Epis.		
†Glasgow, The Bishop's, Infants - Epis.		
†Glasgow, Tron Parish - Sess.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.
LANARKSHIRE—*cont.*	£ s. d.
†Glasgow, Tron - - F.C.	
†Glasgow, Well Park (East Miller Street) - F.C.	
‡Glasgow, Well Park (Ladywell Street) - F.C.	
Glengivel - - G.A.	100 0 0
†Gorbals, East, Territorial - - - F.C.	
Gorbals, Local Mission G.A.	200 0 0
†Gorbals, Free Mission - F.C.	
Gorbals, Youths - Undl.	*600 0 0
†Govan - - - F.C.	
†Govan, Female Industrial.	
†Govan, Colliery - Undl.	
Greengares - - G.A.	75 0
Hamilton, Orphan and Charity School - -	150 0
" - -	380 0
†Hamilton, Quarter Iron Works School.	
Hamilton, St. John's - F.C.	*600 0
‡Hamilton, United Presbyterian School.	
†Jerviston - - G.A.	
Kelvinhaugh - - Sess.	466
†Kilbride, East - - Par.	
Kingston - - Sess.	200 0
†Lambhill, Day and Evening - - Sess.	
†Lanark, Broomgate Institution School.	
Lanark, Burgh Sch. - Undl.	*250 0
†Lanark, St. Leonard's, Subscription School.	
†Langloan Iron Works and Rosehall Colliery School.	
†Leadhills (Lord Hopetoun's) - - Estab. Ch.	
‡Legbranock Iron Works Par.	
†Lesmahagow - - F.C.	
Lesmahagow, Female Industrial School - -	150 0
Maryhill - - G.A.	180 0
Maryhill - - F.C.	246 0
†Maryhill, Industrial.	
†Maryhill - - R.C.	
Maxwelltown, End. - Undl.	150
‡Monkland, New - Par.	
†Monkland, Old - - Par.	
†Mossend Iron Works - Par.	
†Newton Colliery School.	
Partick, Academy - -	*350
†Partick, Female Indust.	
Partick - - - F.C.	173 0
Port Dundas - - Sess.	660 0 0
Riggend - - G.A.	60 0 0
†Roberton, Female - Undl.	
Roughazie - Estab. Ch.	191 6 0
Rutherglen - - F.C.	201 10 0
‡Rutherglen, Burgh - Par.	
†Sandford (Stonehouse), Subscription.	
†Shettleston, Industrial.	
†Shotts - - - F.C.	
‡Springburn - - R.C.	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
LANARKSHIRE—*cont.*	£ s. d.	
Shieldhurn, Murdoch's School.		
Shotts, Wilson's End Estab. Ch.	61 7 0	1859
Shotts, Colliery Sch.		
Stonehouse - - F.C.		
Stonehouse - - Par.		
Stonylee Colliery Sch.		
Strathaven - - F.C.	349 10 0	1857
Strathaven, East Parochial Side School.		
Summerlee, Iron Works School.		
Tollcross, United Presbyterian.		
Tanwelstone - - Sess.	155 0 0	1845
Braehead*stone* - - F.C.	98 0 0	1859
drew's ch - Estab. Ch.	332 0 0	1861
Bridgeto - - - R.C.		
Bridgeto Public - Undl.	552 0 0	1857
marnoc, Simpson's Sq.		
Bridgeto		
Public'l Colliery Sch.		
Broomgate, North, Fo-		
Calderbandustrial Sch.		
Cambuslan North, (St.		
Carlin - Road) - G.A.		
Carluke - South - F.C.	280 0 0	1843
Carmyle ('		
Carnbroe LITHGOWSHIRE.		
†Carnwath		
†Carnwath - - F.C.		
Chapel D - - G.A.	*34 0 0	1839
Chapel H - - Par.		
Chapelto nfants - Undl.		
tion - - - G.A.		
Chryston, Female - G.A.		
Chryston - - Par.		
Coatbrid d, Coltness		
Coatbrid ny's.		
†Coatbridown Miners' Works		
†Coatbridchan - - Par.		
trick's ns, Subs. Undl.	242 0 0	1860
Coltness Is, Boys - Par.		
†Covington - Ch. of S.		
Craigneuk - - F.C.		
Crawfordjv, Juvenile		
Crossford, nts - F.C.	127 0 0	1849
tion - v, Mrs. Doug-		
Crosshill, tage - - Par.		
Dalziel Co - - Undl.	106 0 0	1860
Dalziel - y, South		
Ellsridge I - Undl.		
Faskine - - F.C.	75 0 0	1849
craig - - - „	75 0 0	1856
Fullarton, - - Par.		
Works. Fauldhouse,		
Gain (nea End. - Estab. Ch.	59 0 0	1861
Gartsherhead, Wil-		
son's Endowed Sch. -	20 13 4	1858
Wilsontown - Estab. Ch.		
NAIRNSHIRE.		
Auldearn, Innes, Infts. F.C.	145 0 0	1842
Auldearn - - Par.		
Cawdor - - F.C.	40 0 0	1849
„ - - „	25 0 0	1851
Cawdor - - Par.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
NAIRNSHIRE—*cont.*	£ s. d.	
Cawdor at Clunes - G.A.	30 0 0	1841
†Glen Ferness School.		
Nairn - - - F.C.	150 0 0	1850
†Nairn - - - G.A.		
†Nairn - - Epis.		
Nairn Monitory School -	*100 0 0	1837
ORKNEY AND SHETLAND.		
†Bressay - - - G.A.		
†Bressay - - - Par.		
‡Harray, Christian Knowledge Society's Sch.		
†Kirkwall Grammar - Undl.		
†Lerwick, Educational Institute, Elementary.		
†Lerwick - - - Par.		
Orkney, St. Andrew's - G.A.	28 0 0	1840
‡Papa Westray - - F.C.		
†Sabiston - - G.A.		
†Sanday - - - F.C.		
†Sandwick - - Par.		
†Skelwick, Society's - Estab. Ch.		
†Stromness, Congregational - - - F.C.		
Westray Midbea (West Side) - - - G.A.	52 0 0	1846
PEEBLES-SHIRE.		
†Broughton - - F.C.		
†Innerleithen - Undl.		
†Innerleithen - - Par.		
†Linton, West - - Epis.		
†Peebles, Burgh English S.		
Peebles - - - F.C.	109 0 0	1849
Peebles, Haly-Rude Estab. Ch.	137 5 0	1859
‡Skirling - - - Par.		
Walkerburn - - Undl.	118 2 6	1862
PERTHSHIRE.		
†Abernyte - - Par.		
†Aberuthven - - F.C.		
†Aberuthven, Subscription School.		
†Acharn - - F.C.		
†Aldclune, Female Industrial School.		
†Aldgernaig - - G.A.		
†Almondbank - - G.A.		
Alyth - - - F.C.	60 7 0	1856
„ - - - „	163 15 6	1858
†Alyth - - - Par.		
Alyth, Girls' Industrial G.A.	357 0 0	1856
†Alyth, Female - Epis.		
†Amulree - - F.C.		
†Ardoch - - - Par.		
†Auchterarder - - F.C.		
Auchterarder, Sheddan's Charity - Undl.	190 0 0	1859
Auchterarder, Townhead Pres. - - -	393 0 0	1860
†Balbeggie, Subscription Undl.		
†Balgowan - Undl.		
Birnam - - F.C.	260 0 0	1862

Name and Denomination of School.	Grants for Building, Enlargement, Improvements or Fixtures. Amount.	Date of Payment.
PERTHSHIRE—*cont.*	£ s. d.	
Blackford - - F.C.	119 5 0	1849
" - - "	20 0 0	1856
" - - "	118 0 0	1858
†Blair Atholl - - Par.		
†Blair Drummond Ch. S.		
†Blairgowrie - - F.C.		
†Blairgowrie - - Par.		
†Blairgowrie, St. Catherine's - - Epis.		
†Blairgowrie, (Union Place) - Undl.		
†Blairgowrie, Saint Stephen's - - R.C.		
Blairingone - Estab. Ch.	115 0 0	1849
" - - "	11 0 0	1857
†Braco, Subscription School - Undl.		
†Breadalbane (Aberfeldy) F.C.		
Bridge of Earn, Industrial - - F.C.	50 0 0	1848
†Callander - - F.C.		
†Camaghowran - - G.A.		
†Cargill - - - Par.		
†Clunie - - - Par.		
†Collace - - - Par.		
†Comrie - - - Par.		
Comrie - - - F.C.	100 0 0	1860
Comrie, Infant and Female Indust. S. -	150 0 0	1860
†Craig Mill - - F.C.		
†Cray - - - F.C.		
†Crieff, Female Industrial - - Estab. Ch.		
†Crieff - - - F.C.		
†Crieff, St. Michael's - Epis.		
†Crieff, Taylor's Institution - Undl.		
†Culross, Parish and Burgh School.		
†Culross, Geddes Undl.		
†Deanston Works - F.C.		
Doune - - - F.C.	245 1 7	1854
" - - - "	170 0 0	1859
‡Dowally - - Par.		
†Dull - - - Par.		
†Dunblane - - F.C.		
†Dunblane, St. Mary's Epis.		
†Dunblane - - Par.		
†Dunkeld (Duchess of Atholl's Industrial School).		
†Dunkeld, Little - Par.		
†Dunkeld, Royal Estab. Ch.		
†Dunning - - F.C.		
†Dunning - - Par.		
†Dunning, Female Sch.		
Errol - - - F.C.	65 0 0	1862
Errol, Female Industrial Estab. Ch.	470 0 0	1856
Forgandenny, Path of Condie - - G.A.	30 0 0	1840
" " - "	10 0 0	1850
†Gartmore School of Industry - Estab. Ch.		
Gartmore - - F.C.	86 0 0	1848
Gilmerton - - G.A.	*80 0 0	1839
†Greenloaning, Subscription School.		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment
PERTHSHIRE—*cont.*	£ s. d.	
†Inchture - - Par.		
‡Innerpeffray - Epis.		
†Killichonan - - G.A.		
†Killin - - - F.C.		
†Killin Parish School.		
†Kilmadock - - Par.		
†Kiltyrie - - F.C.		
†Kinbuck, Village - G.A.		
†Kincardine and Tullialan Educational Association School.		
Kincardine, Subscription - - - F.C.	200 0 0	18
" " - "	100 0 0	184
†Kincardine on Forth (Baroness Keith's) Undl.		
†Kincardine (in Monteith) - - Par.		
†Kinfauns - - F.C.		
Kinloch Rannoch, Parliamentary School - -	*100 0 0	18
†Kinnaird - - Par.		
†Kinnoull - - Par.		
†Kippen - - - Par.		
†Kirkmichael - - Par.		
†Kirkmichael - - F.C.		
†Lawers - - F.C.		
†Loch Earn Head - F.C.		
†Loch Earn Head - G.A.		
†Logie - - - Par.		
†Logierait - - F.C.		
†Logierait - - Par.		
‡Martin's, St. - - Par.		
†Meikleour - Sess.		
†Methven - - Par.		
Methven - - F.C.	74 0 0	1848
†Methven, United Presbyterian - - *a*		
Monzievaird & Strowan Indust. - - Par.	130 0 0	1860
†Moulin - - Par.		
†Muchart - - Par.		
Muthill - - F.C.	151 0 0	1850
†Perth, Cathedral, Free Epis.		
†Perth, East Parish, Congregational Sch.		
†Perth, East Parish, Female Industrial School.		
Perth, Infant - Undl.	*150 0 0	183
†Perth (Ladies) House of Refuge.		
Perth, Middle Parish Sess.	*600 0 0	1 39
Perth, New Row - Undl.	*200 0 0	37
†Perth, Sharpe's Trust Educational Institution.		
Perth, St. John's - R.C.	528 8 0	1861
†Perth, St. Leonard's - F.C.		
†Perth, St. Ninian's (Boys) - - Epis.		
†Perth, St. Ninian's (Girls) - - Epis.		
†Perth Boys' School of Industry.		
‡Perth, Female Reformatory.		
Perth, Knox's Territorial - - - F.C.	297 0 0	18

a Extinct.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
PERTHSHIRE—*cont.*	£ s. d.	
Perth (Stewart's), Free Trades' Sch.		
,, Watergate Undl.	*200 0 0	1837
,, ,, - ,,	105 0 0	1857
,, West Church Sess.	*500 0 0	1838
Perth, West Church - F.C.	320 0 0	1849
Tcairn Green, Congregational - - F.C.		
Tullochry - - G.A.	89 0 0	1850
Port Menteith - - Par.		
Rattray - - Par.		
Muskie - - - G.A.	*43 0 0	1839
Methvenfield - Estab. Ch.		
Pone, Congregational F.C.		
Tanley, Auxiliary - Par.		
Tanley - - F.C.	110 0 0	1849
,, - - ,,	31 2 0	1855
Rathbrand - - F.C.	90 0 0	1849
Rathlock - - G.A.		
Rrone of Cally - G.A.	104 17 10	1859
Rrowan, Society's - G.A.		
Shandry - Par.	*33 0 0	1840
Sornhill - - G.A.		
Sornhill, Easter Subscription - Undl.		
Somerangach - - G.A.		
Trinity Gask - - Par.		
Tullallan - - Par.		
Tullibardine - - G.A.		
Veem - - - Par.		
Woodside - - F.C.		
RENFREWSHIRE.		
Barrhead - - G.A.		
Barrhead - - R.C.		
Bishopton - - F.C.		
Brice of Weir - G.A.	375 0 0	1840
Busb, and Day Evening - - Undl.		
Cathcart - - Par.		
Crossmyloof Subscription School.		
Eaglesham, Female Industrial - - Sess.	164 0 0	1859
Eglesham - - Par. *a*		
Estwood - - Par.		
Glerslie, Wallace Sch.		
Gourock - - F.C.		
Gourock, Infant Sch.		
Greenock, East - Epis.		
Greenock, Ann Street Sess.		
Greenock Crawfurdsburn - - - F.C.	327 17 6	1863
Greenock, Female Sch. of Industry.		
Greenock, Finneston Mission School.		
Greenock, Free Middle Church District Mission.		
Greenock, Gaelic Church - - Sess.		
Greenock, Gaelic Church, Female Industrial.		
Greenock (Highlanders' Academy) Undl.	*600 0 0	1837
,, ,, - ,,	550 0 0	1843
Greenock, Middle Parish - - G.A.	*120 0 0	1839
Greenock, Ragged School -	1,000 0 0	1858
Greenock, St. Andrew's G.A.	*190 0 0	1837
Greenock, St. John's West - - - Epis.	*80 0 0	1839
Greenock, St. Mary's - R.C.		
Greenock, South Parish G.A.	*200 0 0	1837
†Houseliill, Endowed- G.A.		
Houston - - F.C.	218 0 0	1850
†Houston and Killellan Par.		
Hurlet and Nitshill Public School Estab. Ch.	777 0 0	1861
†Inkerman Works - F.C.		
Johnstone Ragged School -	205 4 0	1861
†Jordan Hill Industrial School.		
†Kilbarchan, Female Undl		
†Kilbarchan - - - Par.		
†Kilmalcolm - - Par.		
†Ladyburn, Subscription F.C.		
†Linwood Subscription School.		
†Lochwinnoch - - Par.		
Lochwinnoch, Howwood School - - - -	318 0 0	1861
†Lochwinnoch, Female Industrial.		
†Mearns - - - Par.		
†Neilston, Parish S.		
Neilston Spiers Estab. Ch.	182 0 0	1862
†Neilston, St. Thomas - R.C.		
†Nitshill - - - R.C.		
†Oswald - - - F.C.		
Paisley, Abbey Cardonald Estab. Ch.	289 0 0	1862
†Paisley, Abbey Parish, Newtown District - Par.		
†Paisley, Abbey Parish Dovecote Hall S.		
Paisley, Abbey (The Dickson School) - -	50 0 0	1849
†Paisley, Abbey Parish (Quarrelton) School.		
†Paisley, Balaclava S.		
Paisley (Carbrook St.) Sess.	*700 0 0	1836
†Paisley (Causeyside St.) Sess.		
†Paisley, Free High Church Congregational - - - F.C. *b*		
Paisley (George Street) Sess.	240 0 0	1861
†Paisley, Hunter Street, Female Industrial.		
†Paisley (Neilson) Educational Institution.		
Paisley, Newtown, Infants - - - G.A.	150 0 0	1841
Paisley, Miss Stowe's School for Moral and Industrial Training - - - - - -	359 0 0	1854
†Paisley, Ragged School Undl.		
†Paisley, Ragged, and Industrial Reformatory.		
‡Paisley, St. George's - F.C.		
†Paisley, St. Mirren's - R.C.		
Paisley (Stevenson St.) F.C.	216 0 0	1848

a Inspection withdrawn.

b School discontinued

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
RENFREWSHIRE—*cont.*	£ s. d.	
Pollokshaws, Industrial - Undl.	583 0 0	1857
" " - "	128 0 0	1861
†Pollokshaws, Burgh Undl.		
†Port Glasgow, Female Industrial - - G.A.		
†Port Glasgow Beaton's School.		
†Port Glasgow, Burgh School.		
Port Gasgow New Parochial -	400 0 0	1841
" " " -	150 0 0	1845
†Port Glasgow - - Epis.		
†PortGlasgow,St. John's R.C.		
†Port Glasgow, Juvenile F.C.		
†Renfrew, Grammar and Blythswood Testimonial School.		
†Renfrew, Old Burgh, Boys (High Street) Undl. *a*		
†Renfrew, Old Burgh, Female (Fulbar Street) Undl.		
‡Scodhills - - Sess.		
†Thornliebank School.		
†Thornliebank, Female School.		
†Thornliebank, Infant School.		
‡Titwood Colliery - Undl.		
Undercraig - Estab. Ch.	180 0 0	1862
†Uplamoor, Public School.		
ROSS AND CROMARTY SHIRES.		
Achadesdale - - F.C.	90 0 0	1850
†Achnagait - - G.A.		
†Alness - - - F.C.		
†Alness - - - Par.		
†Ardross - - F.C.		
†Arpafeelie - Epis.		
†Aultbea - - G.A.		
†Bridgend of Alness - F.C.		
‡Bualnaluip - - F.C.		
†Conon - - - F.C.		
†Contin - - - Par.		
Cromarty - - F.C.	95 10 0	1852
†Cromarty - - Par.		
†Culish - - - F.C.		
†Cullicudden - - F.C.		
‡Dibaig - - F.C.		
†Dingwall - - F.C.		
†Dornie, Female S.		
‡Drum-an-Darach School.		
†Edderton - - F.C.		
†Fearn (Hill of) - - F.C.		
Ferrintosh - - F.C.	90 0 0	1849
†Gairloch - - Par.		
†Highfield - Epis.		
†Inverasdale - - F.C.		
Invergordon - - F.C.	133 0 0	1847
†Jemimaville - - F.C.		
†Killearnan - - F.C.		
†Kilmuir Easter - - Par.		
†Kincardine - - Par.		
†Kincardine, Congregational - - F.C.		
†Knockbain - - Par.		
‡Laid, Parliamentary School.		
‡Logie Easter - - Par.		
Maryburgh - - F.C.	295 0 0	1860

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
ROSS AND CROMARTY SHIRES —*cont.*	£ s. d.	
†Mossfield, Gaelic Association School.		
†Muirton - - G.A.		
†Openham - - F.C.		
†Plockton - - F.C.		
Pool Ewe, Agricutural Sch. -	90 0 0	18
Rosemarkie - - F.C.	100 0 0	18
†Stornoway, Female, Educational and Industrial - Undl.		
†Stornoway - - G.A.		
Stornoway - - F.C.	150 0 0	18
†Strathconan, Lady Balfour's Sch.		
†Tain - - - F.C.		
†Tarbat - - - F.C.		
Ullapool - - F.C.	87 0 0	18
" - - "	100 0 0	18
ROXBURGHSHIRE.		
†Ashkirk - - - Par.		
†Ashkirk, Female S.		
† Bowden - - Par.		
†Cavers - - - Par.		
†Caverton Mill (Eckford) - Side S.		
Fairnington - - G.A.	60 0 0	18
†Galashiels - - Epis.		
†Galashiels - - R.C.		
Gattonside, Village Sch. -	126 0 0	18
†Hawick, St. Cuthbert's Epis.		
†Hawick Elementary Parish School.		
Hawick and Wilton, Boys and Girls Industrial School -	685 14 4	18
†Heiton Side - - Par.		
Jedburgh - - Sess.	374 17 0	18
Jedburgh, St. John's - Epis.	200 0 0	18
" " - "	10 0 0	18
†Jedburgh, Infant - G.A.		
†Jedburgh - - Sess.		
†Jedburgh, United Burgh - - Par.		
†Kelso - - - Par.		
†Lilliesleaf Female Sch.		
†Longnewton (Ancrum), Endowed S.		
†Melrose, Congregational - - F.C.		
†Melrose - - Par.		
†Newmills School.		
†Roxburgh - - Par.		
†Smailholm - - F.C.		
†Wilton (Hope Park) Epis.		
Yetholme, Kirk - G.A.	60 0 0	18
" " - "	87 0 0	18
Yetholme (Town) Girls' Sch. -	60 0 0	18
" " - "	27 0 0	18
SELKIRKSHIRE.		
Gala, Subscription - Undl.	200 0 0	
†Galashiels (High St.) - Par.		
Galashiels, St. Peter's Epis.	450 0 0	18
†Selkirk, Burgh School.		
†Yarrow - - - Par.		

a School discontinued.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
STIRLINGSHIRE.	£ s. d.	
- - - Par.		
Girls - Undl.		
Infant - G.A.	116 10 0	1841
Subscription Undl.	140 0 0	1843
„ - „	57 0 0	1858
enbowie and an School.		
ford, Self-sup- ting - Undl.		
n, Female Indus.		
ckburn, Sub- tion - Undl.		
ckburn - F.C.		
n, Subscription ol - - - -	40 0 0	1841
bridge, Subscrip- ch.		
f Allan - F.C.		
m in Polmont - F.C.	143 0 0	1849
„ - „	82 10 0	1858
rvie, Subscription ol.		
shore - G.A.	*190 0 0	1839
ry - Sess.	110 0 0	1858
- - Par.		
n, Industrial.		
nace - F.C.		
- - F.C.	297 16 8	1854
- - Par.		
Ragged and rial School.		
St. Francis - R.C.		
- - Par.		
emale - Par.		
Stewart's En- School.		
ock - Par.		
outh, Subs. Undl.		
- - G.A.	*80 0 0	1837
- - „	33 0 0	1840
and Campsie ompany's - Undl.		
- - F.C.		
Female - G.A.		
- - F.C.	106 13 7	1859
and Gargun- - - F.C.		
- - F.C.	130 0 0	1850
- - Par.		
Village Estab. Ch.	207 0 0	1858
wn, New Sub-		
n Sch Estab. Ch.	*280 0 0	1839
wn Oswald Estab. Ch.	288 0 0	1859
, Subscription.*a*		
, Infant, Sub- n.		
, Public School.		
st, Subscription		
Female School.		
- - Par.		
- - F.C.		
- - G.A.		
n's - - Par.		
n - - Par.		
n - - F.C.	180 0 0	1854

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
STIRLINGSHIRE—*cont.*	£ s. d.	
†Stirling (Murray Place), Infants - Undl.		
†Stirling - - Epis.		
†Stirling, Allan's - Undl.		
†Stirling Reformatory.		
†Stirling, St. Mary's- R.C.		
†Strathblane - Parish.		
†Strathblane School of Industry.		
†Tillicoultry - - F.C.		
†Tillicoultry - Par.		
SUTHERLANDSHIRE.		
†Armadale - - G.A.		
‡Altass-Rosehall - F.C.		
†Backies - - G.A.		
†Brora - - - G.A.		
†Clyne - - - F.C.		
†Clyne - - - Par.		
†Creich - - - Par.		
†Creich, Congregational F.C.		
†Dalnambreac - - G.A.		
‡Doll School.		
†Dornock, Christian Society's.		
†Dornoch - - F.C.		
†Dornoch - - Par.		
†Duriness (late Durine) Par.		
†Durness, Congregational - - - F.C.		
†Eddrachilles - - Par.		
†Eddrachilles (Scourie) F.C.		
†Embo - - - F.C.		
†Golspie - - - F.C.		
†Golspie - - - Par.		
†Helmsdale - - F.C.		
‡Inshegra - - F.C.		
†Kildonan - - Par.		
†Kinloch Bervie - Par.		
†Kirkiboll - - F.C.		
†Knockarthur - - G.A.		
†Lairg Gruids - - G.A.		
†Lochinver - - G.A.		
†Loth - - - Par.		
†Melvich - - G.A.		
†Port Gower - - G.A.		
†Proncy-Croy - - G.A.		
†Rogart - - - Par.		
†Rogart (Culdrean)- - F.C.		
†Rogart (Torbreck) - F.C.		
†Skerray - - G.A.		
†Skerray - - F.C.		
†Skibo - - - G.A.		
‡Stoer - - - F.C.		
†Strathalladale - - G.A.		
‡Strath of Tongue - F.C.		
†Talmine - G.A.		
WIGTONSHIRE.		
‡Ardwell, Female - Par.		
†Ardwell, Lady McTaggart's School.		
†Cairn Ryan - - F.C.		
†Cairn Ryan - - G.A.		
†Challock (Newton Stewart) School.		

a Inspection withdrawn.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.
WIGTONSHIRE—*cont.*	£ s. d.	
†Drochduil, Subscription Sch.		
†Dunksey (Mrs. Hunter Blair's School) - -	*a*	
Enoch (Portpatrick) - G.A.	60 0 0	1843
†Garlieston, Pier Cottage, Countess of Galloway's School.		
†Glasserton - - Par.		
†Glenluce - - Par.		
†Glenluce - - F.C.		
Glen of Luce Estab. Ch.	238 10 0	1859
Grange and Killiemore District - Undl.	260 0 0	1863
†Inch - - - F.C.		
†Kirkinner - Parish.		
†Kirkmaiden - - F.C.		
Larbrax - - G.A.	90 0 0	1846
†Leswalt - - - F.C.		
Leswalt, Sheucan Estab. Ch.	265 8 9	1
Lochans School - -	182 0 0	1
†Portpatrick - - F.C.		
†Port William, Sir William Maxwell's School.		
†Sorbie - - - F.C.		
†Sorbie - - - Par.		
†Stoneykirk - - F.C.		
Stoneykirk, Meoul Unsectarian - - - -	220 0 0	
†Stoneykirk, Sandhead Sess.		
Stranraer - - F.C.	138 15 0	
Stranraer, Academy - -	465 0 0	
†Stranraer Industrial Undl.		
‡Stranraer, Penny-a-Week Parochial School.		

a School has ceased to exist.

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